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ABSTRACT

Descriptions are provided of the activities of the Philadelphia Student Library Resources Project during the second half of 1973. Individual sections of the report offer details relating to project sponsorship and management, the summer and fall programs of the Action Library, program evaluation, dissemination of information about the project, community involvement, and plans for future activities. A series of appendixes offers extensive data about each of these areas. (PB)

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PROGRESS REPORT

COVERING PHASE IV, JULY 1, 1973 – DEC. 31, 1973
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JOHN Q. BENFORD

THE SCHOOL DISTRICT OF PHILADELPHIA
21ST AND THE PARKWAY
PHILADELPHIA, PA. 19103

JANUARY 1974

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FOREWORD

This report covers Project activities and accomplishments for the Philadelphia Student Library Resources Project for the period July 1-December 31, 1973. The Project is in its sixth continuous year of operation, proceeding from research into student library needs, use patterns, attitudes and resources to establishment of interagency planning and operation and evaluation of the Action Demonstration Center. The Action Library was established in March, 1972 for the purpose of demonstrating, testing and evaluating specific objectives directed to effecting maximum impact on inner city student library needs, attitudes and skills.

The Philadelphia Project has been funded continuously by the Division of Library Programs of the Office of Education. Operations during 1971-72 and 1972-73 were funded by the Division and by grants from the Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education of the Office of Education. These grants were made to the School District of Philadelphia as the administrative agent for the Project. In addition, the Pennsylvania State Library provided funds from the Library Services and Construction Act to the Free Library of Philadelphia for the Project during the same period.

The current year's funding was for eight months, June, 1973 to February 14, 1974. Approval for extending the grant period to April, 1974 without additional cost to the Federal Government

has been received. Efforts are being made to secure support beyond that period in order to provide a sufficient time period to evaluate fully the Action Library demonstration, and to extend acceptable results into the school and library systems of Philadelphia.

I. PROJECT SPONSORSHIP AND MANAGEMENT

Interagency Sponsorship and Planning

The Interagency Committee, which has served since 1968 as the general coordinating advisory body for the Project, continues to be a major force in Project planning.

At the October meeting of the Interagency Committee, five new student members, which brings the student contingent to eight, were introduced. Several special guests, parents, teachers, principals, librarians, who have been involved in Action Library programs, shared their reactions to the Library.

At both the October and December meetings, an important topic of discussion was the continuation and funding of the demonstration and evaluation and of how the sponsoring organizations could be helpful in resolving this matter. The current severe fiscal crisis of the Philadelphia City Government and The School District present real obstacles to resolution at this time. One suggestion was made that the Project seek some support from local agencies and foundations.

The Project Center

The Project Center, under the direction of John Q. Benford, continues its roll as the overall planning, management, research and evaluation unit for the entire Project. The Staff consists of Anne Hearn, Education Research Associate; Verna Shmavonian, Director of Evaluation; Alan Miceli, Evaluation Assistant at the

Action Library; Randall Lewis, Evaluation Assistant at the Project Center; and Roger Garthwaite, Evaluation Specialist (Part/Time).

Nelson Freed, a Government Studies and Systems employee who was assigned on a temporary basis to the evaluation staff, left the Project in September to take an administrative position with the Enoch Pratt Free Library system of Baltimore.

Donna Novak, who was assigned to the Action Library on a full-time basis to monitor data gathering activities and to provide a liaison between the evaluation staff and the Action Library staff, left the Library in July and was replaced by Alan Miceli, a former teacher of handicapped children.

Demonstration Center - The Action Library

Charles Peguese is Administrator of The Action Library, assisted by Donald Jones, Associate Librarian. The professional staff consists of: Bernice Berry, reading specialist; Pat Myrick, children's librarian; Lew Anderson, audiovisual specialist; Beverly Goldsborough, special education teacher; and Ron Hart, community relations specialist.

The community aide contingent consists of seven full-time field assistants and eight part-time aides. All community aides work under the supervision of professional staff.

Lorna Prince, a State Library cadet, was a valuable addition to the staff for ten weeks during the summer. Three students

employed by the Job Corps also assisted at the Library during the summer.

II. PROGRAM

Summer Program

The Action Library summer program was organized differently than it had been throughout the school year. The staff felt that a completely unstructured environment would be chaotic and began planning for the summer in early June, with the total staff, including non-professionals, involved. Program teams were formed; in some instances, a non-professional staff person acted as chairman, with a professional staff person as consultant or resource person.

The structured programs were divided into two time segments: a morning session, from 9:30 to 11:30; and an afternoon session, from 1 to 2:30. Children used the Library's resources on an informal basis after 2:30. Each young person who came to the Library was asked to sign in and to choose the activity which he wished to join during that time period. If he did not want to stay in one activity for the entire time, he was asked to return to the check-in station and sign up for another activity.

The children were not required to participate in any program, and although a variety of programs was offered each day, the children themselves determined whether any given program would be carried out. If no one signed up, the program was cancelled for that time slot. Some programs, such as the multimedia story hour and reading readiness, were scheduled regularly for class groups. The rest of the programs were scheduled for individual

participation on a voluntary basis.

The Action Library is not air-conditioned and has no cross-ventilation, so many July and August afternoons were unbearably hot. On those days, the library was closed at 3 o'clock because the staff and students could not function in the heat. Every effort was made to involve as many youngsters as possible in field trips, recreation programs, and swimming. More than 500 children participated in out-of-library activities. Most group visits to the Library were scheduled in the morning.

Among the more academic activities offered were black history, language arts, reading readiness and enrichment. Dancing, music and arts and crafts were also very popular with the children.

Educational games were the most popular single activity, as it continues to be in the current program. Children sign up for the materials and play games with other students or staff. The Library has wide range of games related to reading and spelling skills, such as ABC Lotto, Sea of Vowels, Sound Hunt, and Rhyming Zig Zag. There are many mathematics-related games such as Smarty, Count Your Change, Sum Fun and Arithmetic Bingo. Chess and checkers, and wooden puzzles continue to attract students. The reading program, both reading readiness and remedial reading, has been a strong feature of the Action Library program, during the summer and through the academic year.

More than 800 different children participated in the summer

programs.

Cooperation with schools and agencies in the community continued throughout the summer program. Thirty-two different class groups, the majority of them pre-school, participated in story hours during the six-week summer session. The Black History program was offered in conjunction with the St. Charles summer school. The reading staff, under the direction of Bernice Berry, worked with groups from Gloucester House and Children's Services, Inc.

The summer program was also valuable in terms of staff development. The community aides accepted responsibility for developing and carring out programs with professional staff acting as resource personnel.

For a breakdown on programs offered and number of children taking part see Table 1 .

Fall Program

In September the Library returned to the schedule established for the school year. Class groups and students attend special remedial reading, story hours, and special education activities during morning and early afternoon hours. When schools close at 3 p.m. the majority of student users of the Library come in on a voluntary basis to participate in programs. Some of the programs carried out during the summer, notably arts and crafts, creative dramatics and reading readiness were carried over into the Fall program. The homework and tutoring program was expanded

TABLE 1

Number of Participants, by Activity,

Action Library Summer Program,

July 9 - August 31, 1973

	No. of Participants	Times Offered
Educational Games	775	108
Multimedia Story Hour	418	32
Black History	309	14
Arts and Crafts	261	45
Trips	250	7
Recreation	234	18
Language Arts	213	17
Reading Readiness & Enrichment	206	18
Dancing	145	13
Graphics	121	15
Films	112	9
Music	72	10
Dramatics	68	8
Swimming	55	6
Science	50	8
T.V. Production	39	4
Photography	11	1
Crocheting	6	1
Typing	4	1

Note: A total of 861 different children participated in the programs.

to include 10 volunteer tutors in addition to the reading staff.

Between September and December, there were more than 4,600 individual participations in all programs combined. Many young people of course, participated in more than one program.

Teenage Involvement

In an effort to involve more teenagers, a Sports Clinic for boys was started in October. It continues to be very popular with boys ranging in age from 11 to 18. Books and films on various sports figures and playing techniques are interspersed with regular activities at the Arthur School gymnasium and playground. Participation in these sessions averages 20 students.

A nine week series of rap sessions for girls from 12-14 years old was offered in cooperation with Family Service of Philadelphia.

Lew Anderson, Audiovisual Specialist, is developing a program with Barrett Junior High, Bok Technical School and South Philadelphia High School personnel which will involve a group of students from each school in producing media presentations on the drug problem.

In December, Associate Librarian Don Jones began a series of informal discussion sessions with twelve special students from Pierce School. These girls are of junior high age, participating in an alternate school program. They meet with him once a week, currently are reading,

seeing films and talking about drugs. Don is also working with a teenage member of the Interagency Committee who is a frequent user of the Library to organize a teenage reading-discussion group.

Reading

The reading program includes 35 students in remedial reading. Miss Berry, the remedial reading teacher, continues to conduct reading readiness programs with three-and-four-year-olds from area day care centers. She also has enlarged the homework and tutoring component, with 25 students signed up for tutoring with 10 volunteer tutors recruited from the community. In October she conducted in-service training sessions for all Action Library staff to acquaint them with tutoring techniques.

Special Education

Mrs. Beverly Goldsborough continues her work with students in retarded educable classes in neighborhood schools. Currently, she is giving weekly instruction to several students from Arthur School and is gradually adding students from these classes to her Action Library program. She also has arranged for a special rap class similar to one offered to older girls this Fall for retarded educable girls from Pierce and Stanton schools, ranging in age from 10 to 12. The program is offered in cooperation with Family Service of Philadelphia.

Among the more than 500 children who are considered a

"nuclear" user group of the library, fourteen are retarded educable youngsters. These are students who have been coming to the library regularly and frequently since March, 1973, and who participate in programs with normal children. Mrs. Goldsborough knows each of the 75 retarded children who are now registered at the Library.

Afro-American Studies

The Action Library staff has developed a supplementary program to be offered in cooperation with the Afro-American studies department of the School District of Philadelphia. Planning for this series of programs, scheduled to begin in February, has been the major focus of staff program development sessions this fall.

The program has been designed for the fifth-grade level and is planned for a twelve to fifteen week period. Each class will visit the Library once a week for a one-hour session. While students are meeting with Action Library staff, a curriculum specialist from the School District will meet with the teachers. A curriculum guide for Afro-American studies has been modified to include reading and library skills, with special emphasis on the media resources of the Action Library. The program will attempt:

1. to provide students with supplementary work in Afro-American studies to which they might not be exposed in the classroom,

2. to increase student competence in subject and skill areas,
3. to strengthen the Library's role as a supplementary service agency for the schools, and
4. to introduce teachers and students to the Library and to provide them with additional resources.

The course has been divided into four units: The Individual, The Family, The Neighborhood and The Nation. Lesson plans for all four units are now completed. All materials used will be made available to teachers for further study and follow-up activities. An outline of the course is included in the Appendix. For a breakdown on programs offered and number of children taking part, see Table 2.

TABLE 2

Number of Participants, by Activity

September 13 - December 31, 1973

Name of Activity	No. of Students	No. of Times Offered
Games	1538	117
Friday Film Series	671	10
Sports Clinic	464	16
Multimedia Story Hour	389	26
Homework & Tutoring	268	48
Arts & Crafts	190	31
Films	168	10
Reading Room Activities	120	14
Remedial Reading	120	14
Film Analysis	108	5
Reading Aloud	99	15
Class Visits	87	6
Sewing Club	86	9
Creative Dramatics	83	8
Communications Workshop	52	10
Teenage Girls Discussion Groups	45	10
Graphics	39	4
Field Trips	28	2
Language Arts	28	14
Slide Production	25	4
Crocheting	21	4

III. EVALUATION

The Annual Report, dated December, 1973, (pp. 75-104) details the results of the evaluation of the demonstration through October, 1973. This report updates those statistics through December and outlines evaluation plans for the next several months.

As of December 31, 1973, almost 3,900 persons had registered at the Action Library. There were more than 40,000 visits and more than 38,000 books and other materials had circulated. (Table 3).

Registrations for November and December totaled 105. Since more than 90% of the elementary school students in the target area are already registered at the Library, a fall-off in registration is to be expected. The decline in attendance in December can be attributed in part to bad weather and Christmas holidays.

The regular recording of the amount of time spent in the library was discontinued during summer months, and was resumed in October. Analysis of time clock cards for November and December indicates that "in" and "out" times are now being recorded 87% of the time. This will provide accurate information about the amount of time spent in the library, another factor to be considered in measuring changes in attitudes and skills. Data on activity sheets is now being recorded fully, with student names and numbers recorded for each activity, as well as a description of the activity.

TABLE 3

REGISTRATION, ATTENDANCE, CIRCULATION STATISTICS - ACTION LIBRARY

June, 1972 - December, 1973

		Registration		Attendance±		Circulation
'72	June	1,776	(March thru	2,225		1,376
	July		August cu-	961	(a)	1,684
	August		mulative)	783	(a)	1,458
	September	73		2,401		3,047
	October	246		2,627		3,764
	November	218		3,225		3,366
	December	100		2,767		2,647
'73	January	98		2,626		1,795
	February	244		2,631		2,313
	March	260		4,077		3,064
	April	172		3,103		1,864
	May	209		2,802		1,980
	June	65		1,298		1,141
	July	122		1,980		1,044
	August	70		1,340		642
	September*	39		672		1,470
	October	102		2,191		2,418
	November	79		1,871		2,471
	December	26		1,072		1,005
	TOTAL	3,899		40,652		38,549

(a) This is a partial record; data for some days was not available

(±) Represents visits to the library

(*) The library was closed the first two weeks of September

A sample for the Community Survey has been drawn and the instrument has approved. The Community-Parent survey, which will be conducted in January, 1974 is designed to assess community-wide knowledge and opinions about the Action Library. It includes questions for parents of regular users of the Action Library. The sample includes parents of 71 public school students and 89 parochial school students who are regular users of the Library, and 200 public school students, and 97 parochial school students who are infrequent or non-users, and fifteen community leaders. The interviews will be conducted by telephone. The survey instrument is included in the Appendix.

A detailed plan and the drawing of samples and completion of instruments for the four-part student questionnaire has been a major activity for the research staff this Fall. This questionnaire will be a very important part of the evaluation effort in that it will provide, through paper-and-pencil tests, observations and interview, the information on student activities in the library not recorded through use of activity or attendance forms. It will also give information about students' knowledge and opinions of the Action Library as well as libraries in general. The instrument consists of four sections: a) objective items specific to the Action Library; b) objective items about libraries in general; c) observations which will record how well students carry out tasks relating to library skills; and d) open-end items to be completed via interview in which the students will be asked what they do in the library, what they like and do not like about the library, what materials they use,

and what they think about the library environment and staff. Five hundred frequent users, who have been coming to the library regularly since March 1973, are the basis for a sample of "nuclear" users who will be the subjects of profiles based on the Student Questionnaire and other tracking procedures. They will represent all age groups, ranging from pre-school through junior high, and including retarded educable students.

Through the use of the Student Questionnaire, basic attendance, circulation, and activities data which are recorded for each user, plus attitude scale data, school district reading test data, and interviews with parents, teachers, and librarians, the evaluation will focus on this "nuclear" group, to determine:

1. What materials (types and titles) do the users borrow? How have their tastes changed?
2. What materials do they use in the library and at home?
3. What program activities do they participate in; how else do they spend their time in the library?
4. How often do they visit the Action Library; how much time do they spend in the Action Library?
5. What kinds of interactions with staff do they have? How have these contacts affected their attitudes toward, and use of, the Action Library?
6. What do their teachers and school librarians say about their attitudes and learning habits? How have they changed?
7. What do their parents say about their use of the Action Library and the impact, if any, on their learning habits?

8. What impact, if any, has the Action Library experience had upon "frequent" users, upon "infrequent" users.
9. What do the students themselves say about their use of the Action Library? Which components (collection, environment, staff, hours, etc.) do they think have effected changes in their attitudes and use patterns?

IV. Dissemination

The major focus of dissemination activities during the first six months of the year was on the innovative programs and the accomplishments of the Action Library. As the results of the evaluation continued to show progress and accomplishments, they were incorporated with general descriptive information about the Library and its community. This information has been made available to library and education professionals and to other interested persons and organizations. Dissemination was accomplished through speaking engagements, use of a sound-slide presentation and distribution of printed materials.

The Project Director and the Administrator of the Action Library made a formal presentation to some 400 members of the Children's Services Division of the American Library Association, using the sound-slide program which was developed for the Project. They also held several meetings with key officers and division heads at the A.L.A. National Conference.

In July a group of library students representing several states visited the Action Library as part of a workshop experience. Another visit was made by members of the Drexel University Library School Fundamentals class.

A number of requests from across the country were received for the sound-slide presentation which was mentioned in an article in LIBRARY JOURNAL.

The July-August issue of CATHOLIC LIBRARY WORLD included the speeches given by Project personnel at the Catholic Library Association's National Conference in April, 1973.

In the early fall, the Action Library Administrator made a presentation to students at the Drexel University School of Library Science. The Associate Librarian participated in an outreach workshop held by the Bureau of Library Development, Pennsylvania State Library, in Bethlehem, Pennsylvania.

The children's librarian developed a bibliography of hard-back books for children, grades K-3, which are available at the Action Library. The bibliography is one of a number of "products" which have been and will continue to be made available to the library profession at large.

Action Library staff members continued to make presentations about the library. Staff attended and addressed several Home and School Council meetings of schools in the target area, using slides and distributing printed material.

An address was made to the Bergen and Passaic County Library Associations in Paterson, New Jersey, and another to the Drexel University Library School's Fundamentals class.

The second issue of the Community Advisory Board's Newsletter was prepared and distributed to 3,000 homes and agencies in the Action Library community. A copy is included in the Appendix to this report.

A list of those materials which have been distributed is presented in Table 4.

TABLE 4

DISSEMINATION MATERIALS

June 15 - December 31, 1973

	June - December	Total Distribution to date
Action Library Brochures	675	2820
Mini Fact Sheets	223	1678
Action Library Flyers	1	224
Objectives for Demonstration	3	144
Book Marks	406	994
Reading Program Outlines	1	78
Evaluation Design	401	483
Evaluation Design Amendments	3	38
American Education Article Reprint	1	42
Evaluation Plan & Questions Outline	4	145
Learning Pamphlet	640	1122
Project Activities Report	1	20
Title III Quarterly Report	2	18
Funding Statement	400	400
Folders	518	518
Organization Chart	400	400
Library Journal Reprint	47	753
Essays by Students	3	3
C.A.B. Newsletter, No. I	30	755
Libraries & The Right to Read Reprint	3	3
Total	3763	Total 10,638

January 1, 1974

V. COMMUNITY INVOLVEMENT

Community Advisory Board

An election of officers was held at the December meeting of the Community Advisory Board. Clifton Williams was re-elected chairman. Father George Vermeiren was elected vice-chairman, and Rebecca Littlejonn, secretary.

A second issue of the Community Advisory Board newsletter, edited by board member Erica Waechter, was published in December. It includes poems and essays by students, and profiles of staff and board members. See Appendix for a copy of the Newsletter.

The Community Advisory Board continues to meet regularly on the second Thursday of each month.

VI. FUTURE ACTIVITIES

Project plans for the next six months include:

Evaluation

1. administration and analysis of a community-parent survey
2. administration and analysis of a four-part student questionnaire
3. continuous updating of user files for tracking, profiles, and sample selection
4. pre and post testing of students participating in Afro-American program
5. implementation of procedures for evaluating participation by handicapped students
6. administration of attitude scale to a sample of users and non-users and comparison of 1973 and 1974 results
7. compilation of attendance, activity, materials circulation data
8. initiation of tracking and profiles of regular users of the Library.

Program

1. continuation of on-going programs
2. implementation of Afro-American studies curriculum in cooperation with the School District of Philadelphia
3. increased staff development with non-professional staff in the areas of reading development and library skills.

APPENDIX

Project Sponsorship and Management

Minutes, Interagency Committee Meeting, October

Minutes, Interagency Committee Meeting, December

Program

Summer Program Schedule

Family Service Report, Teenage Rap Sessions

Afro-American Studies Outline

Friday Film Series Schedule

Evaluation

Community-Parent Survey Instrument

An Information System for Evaluation

Community Involvement

Community Advisory Board Newsletter

Dissemination

"Learning" Pamphlet

Film Strip Flyer

PHILADELPHIA STUDENT LIBRARY PROJECT

SUMMARY OF INTERAGENCY COMMITTEE MEETING

October 9, 1973

The Interagency Committee of the Philadelphia Student Library Project met for the first time in the new school year on October 9, 1973. Mr. John Q. Benford, Project Director, chaired the meeting in the absence of Mr. David A. Horowitz, Chairman. New student members were present and several special guests, individuals who have had contact with the Action Library, were invited to share their responses to it with members of the committee.

Sister Mary Patris, Principal of St. Anthony's Parochial School said that her school's response to the Action Library has been positive. They had participated in several field trips and the students had been prepared each time with advance reading and discussion. Teachers from St. Anthony's hoped that more of their children could participate in activities in the coming year. They would like to have a list of material and equipment available to them and they would like more advance notice for the field trips. Some concern was expressed for adequate chaperoning.

Mr. Harold Jones, Library Supervisor for District 2, School District of Philadelphia, reported that he has been promoting use of the Action Library to teachers in the district. He consults frequently with Mr. Peguese to learn about upcoming programs and activities; he has urged teachers in the target community's four elementary schools to be aware of the Action Library's resources.

Mrs. Littlejohn, School-Community Coordinator for the Arthur School, told the committee that she believes parents in the target community are pleased with the Action Library. The collection is larger and more relevant than those of the school libraries, and the reading programs seem to them to be effective. She added that it is difficult to attract parents and other adults to the library because they fear being out at night.

Don Jones, Associate Librarian at the Action Library, told the group that various organizations compete for adult attention. He has met with representatives of several organizations to coordinate activities and to make available to them materials and equipment.

The committee then turned to a brief discussion about the response to the Action Library by teenagers. Mr. Peguese noted that he has been serving as the Young Adult Librarian and that the involvement by teenagers in Youth Adult programs and activities has been largely by junior high school students. A new program is the Sports Clinic in which the Action Library staff makes use of audio-visual materials. In addition, there will be a series run by Family Service of Philadelphia which deals with appropriate and relevant subjects for teenagers. A media program is planned plus an expanded photography workshop which will include video taping. A drama club will focus on black history and basic theatre.

Zachary Perry, one of the new student members of the Interagency Committee and a resident of the community, pointed out that libraries have a bad image for most teenagers and that many cannot read easily. Mrs. Woy explained the Friends Free Library Basketball Clinic and how it draws neighborhood youths into the library; Mr. Peguese said that the Action Library's Sports Clinic will be very similar.

Zachary made additional suggestions for use of music to attract teenagers: instruction and/or history of an instrument could be offered. Don Jones said that the summer's programming had been designed to attract teenagers and that they had found that music and dance were particularly effective. It was suggested that help from one of the city's music schools might be solicited.

Mrs. Glover pointed out that the value of the project might be diluted with too many programs and that a thorough evaluation of a few programs would be of greater benefit to the sponsors.

Mrs. Shmavonian, Evaluator of the Project, explained the set of data tables* and the questionnaire* to be used in the upcoming parent/community leader survey. At the next meeting full results of the first year's evaluation will be available.

Flyers*on the project's sound slide show were distributed by Mrs. Hearn. A sound film strip loop will soon be sent out nationally by the U. S. Office of Education describing the project. A new paperback guide book called A Guide's Guide to Philadelphia carries a very positive mention of the Action Library.

Mr. Benford announced that the next meeting will be held some time before Christmas. The meeting was adjourned.

* Attached here for members who did not attend the meeting.

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

INTERAGENCY COMMITTEE MEETING

December 14, 1973

In the absence of the Chairman, David A. Horowitz, Keith Doms, Director of The Free Library of Philadelphia called the meeting to order. Members present were: Keith Doms, Lillian Batchelor, Joan Myers, Carolyn Field, Emerson Greenaway, Sister Mary Arthur, Isabella Schlosser, Thomas Rosica and Barbara Whitehall. Miss Evelyn Mullen of the Regional Office of HEW attended the meeting. New student members who attended were Rachael Hoffman, Zachery Perry, James Thomas and Cheryl Mobley. Project staff present were Charles Cella, John Benford, Charles Peguese, Verna Shmavonian, Anne Hearn and Don Jones.

Mr. Benford spoke briefly about the evaluation results from the demonstration and asked Mrs. Shmavonian, Director of Evaluation, to elaborate. She reminded the Committee that the evaluation is based on the original objectives for the demonstration which were defined in 1971, and partially revised in 1973. There are clear indications of success of the demonstration. Most of the children in the target area are now registered at the Action Library and the library continues to attract new registrants. In addition, the number of visits to the library on a monthly basis has exceeded the total visits for the first month of operation, for several different months.

Mrs. Schlosser inquired whether there has been an opportunity to compare reading test scores of children both before and after their participation in Action Library reading programs. Mrs. Shmavonian answered that reading data is available for the District 2 children for the past five years and pre and post test analysis will be made following the 1974 testing.

Sister Mary Arthur asked if students come into the Action Library for reference materials when their school libraries are closed. Mr. Peguese responded that students come primarily for recreational reading materials but do make use of the reference materials. Dr. Batchelor expressed the hope that students will continue to use reference materials at the Action Library. Mr. Peguese explained that the Action Library now has a tutoring program and a homework program, both of which involve the use of reference works. An interesting fact about books taken out by Action Library users is that 76% of the books taken out by young adults are classified as juvenile material, significant for its implications about the reading level of Action Library users.

A question was raised about use of inter-library loans. Mr. Jones answered that they are not particularly helpful to students, whose needs are usually urgent. They are helpful to adults.

Mr. Doms asked about the methods for tracking students who use the Action Library, and Miss Mullen inquired whether only elementary students are being tracked. Mrs. Shmavonian explained that a sample of frequent users would be interviewed periodically; that they would be carefully observed in the library and that the statistics on attendance and circulation would be analyzed in conjunction with the other information. She also pointed out that the evaluation has

focussed primarily on tracking elementary students. The reason has been that registration is unbalanced in favor of elementary students. She noted, however, that registration in November had a higher percentage of teenagers.

It was reported that the Action Library is working with new District 2 alternative programs. Students are coming in class groups. Many of them, however, live far enough away to interfere with their returning voluntarily (individually) at the end of the day.

On the subject of funding the Project beyond February 14, 1974, Mr. Benford said there is still uncertainty. He said that it would be particularly unfortunate to end it at this time in light of the importance of the evaluation and the continuing need to measure changes in attitude and in cognitive skills (as a result of the demonstration).

Mr. Benford reported that the School District has submitted a three-year proposal to the National Endowment for the Humanities for funding to begin May 1, 1974. Through diligent effort, minimal funding can be carried over to cover partially the period from February through April. He said that possibilities for private funding are being examined, particularly as an interim measure.

The next subject for discussion was the proposal for Phase V (summary attached for members who did not attend the meeting). Mr. Benford discussed it briefly.

Dr. Batchelor commented on the need for the I.M.C.'s to work more closely with branches of The Free Library. Mrs. Field added that it is important that both school and public libraries receive attention. A common problem, noted Mrs. Schlosser, is that of proper staffing.

Mr. Cella pointed out that Phase V, as it is now proposed, includes a year of intensive planning and organization. Dr. Batchelor agreed that such a planning period would be necessary in order to incorporate all of the elements of this project into Phase V.

James Thomas, a new student member, stated that he believes libraries must make more effort to reach teenagers. In response, Charles Peguese described the Sports Clinic which is now being offered at the Action Library. It begins with simple recreation but has a built-in educational component.

There followed some description of the club activities that are available to teenagers at the Action Library. For the most part, a non-professional aide is in charge. The aide learns how to make lesson plans and the students themselves become involved with the learning techniques.

The girls' sewing club found it necessary to devote time to reading in order that the participants could understand the sewing patterns. The Burners, too, (a boys' cooking group) encountered difficulties with recipes and ingredients because of their reading problems. In both cases, the reading improvement training became an integral part of the club activity.

Mr. Peguese went on to say that the primary focus in the Action Library is with reading. Staff members work on teaching all students better reading skills.

A question was raised as to whether the project is analyzing the schools' reading programs to see if any of them are effective. It was answered that the Action Library has been offering programs which are complementary to those being given in the schools.

Mr. Greenaway said that he would like to see the effective utilization of all people, of all ages. Mr. Peguese, said that presently the Action Library doesn't have this capacity.

Mrs. Schlosser expressed an interest in having the evaluation staff look at reading test scores; she believes there will be a measurable difference in reading scores as a result of the Action Library programs.

Dr. Batchelor repeated that she believes it is essential that students' attitudes be improved.

The meeting was adjourned.

MORNING

ACTION LIBRARY SUMMER PROGRAM SCHEDULE FOR WEEKS July 9 to August 29, 1973

TIME	ACTIVITY	TARGET GROUP	LOCATION	SUPERVISOR
9:15 - 10:00	Black History	Grades 7 & 8	Classroom	Jones
9:30 - 10:30	Reading Enrichment	Get Set 3-4 yrs.	Reading Room	Berry - Staff
9:30 - 11:30	Photography			Anderson - Staff
9:30 - 11:30	Games			Logan - Staff
9:30 - 11:30	Science	Primary	Young Adult Rm.	Peguese
9:30 - 11:30	Recreation			Cameron, Williams - Staff
10:00 - 11:30	Pre-School Story Hr.		A.R.R.	Myrick, P.
10:30 - 11:30	Reading Enrichment	Grades 4 to 6		Berry, Goldsborough - Staff
9:30 - 11:30	Arts & Crafts			Rogers - Staff
9:30 - 11:30	T.V. Production			Fishman
9:30 - 10:30	Reading Enrichment	Gloucester House	Reading Rm.	Berry - Staff
9:30 - 11:30	Games			Logan - Staff
10:30 - 10:45	Black History	Grades 5 & 6	Classroom	Powell
10:00 - 11:30	Pre-School Story Hr.		A.R.R.	Myrick, P.
10:30 - 11:30	Reading Enrichment	Primary Grds. 1 & 3	Reading Rm.	Berry, Goldsborough - Staff
9:30 - 11:30	Recreation			Williams - Staff
9:30 - 11:30	Photography			Anderson - Staff
9:30 - 10:30	Reading Enrichment	Get Set 3-4 years	Reading Room	Berry
9:30 - 11:30	Games			Logan - Staff
10:00 - 11:30	Pre-School Story Hr.			Myrick, P.
9:30 - 11:30	Recreation			Elliott, Williams - Staff
9:30 - 11:30	Science	Intermediate		Hart
10:30 - 11:30	Reading Enrichment	Grades 4 & 6	Reading Room	Berry, Goldsborough - Staff
9:15 - 10:00	Black History	Grades 7 & 8	Classroom	Jones
9:30 - 10:30	Reading Enrichment	Gloucester House	Reading Room	Berry- Staff
9:30 - 11:30	T.V. Production			Fishman
9:30 - 11:30	Games			Logan
10:00 - 11:30	Pre-School Story Hr.		A.R.R.	Myrick, P.
10:30 - 11:30	Reading Enrichment	Primary Grds. 1 & 3	Reading Room	Berry, Goldsborough - Staff
9:30 - 11:30	Arts & Crafts			Rogers - Staff
9:30 - 11:30	Recreation			Williams - Staff
9:30 - 11:30	Photography			Anderson
9:30 - 11:30	Recreation	Balls, etc.	Gym & School Yard	Elliott, Cameron - Staff
9:30 - 11:30	Games			Logan - Staff
10:00 - 10:45	Black History	Grades 5 & 6	Classroom	Powell
10:00 - 11:30	Pre-School Story Hr.		A.R.R.	Myrick, P.

AFTERNOON

ACTION LIBRARY SUMMER PROGRAM SCHEDULE FOR WEEKS July 9 to August 29, 1973

Time	Activity	Target Group	Location	Supervisor
1:00 to 2:30	MUSIC DANCING VACATION READING CLUB ARTS & CRAFTS GAMES GRAPHICS SEWING		Young Adult's Room Skating Rink A.R.R. Children's Rm. - R.R. Special Ed. Room Children's Room Media Room Club Room	Hart, Johnson, Myrick Austin Myrick, Berry - Staff Rogers - Staff Peterson, Hunter - Staff Anderson - Staff Myrick, J.
1:00 to 2:30	SCIENCE EXPERIMENTS CROCHETING GRAPHICS GAMES	Primary Grades	Young Adults' Room Club Room Media Room Children's Room	Peguese Austin Anderson - Staff Peterson, Hunter - Staff
1:00 to 2:30	DRAMATICS MUSIC DANCING ARTS & CRAFTS SEWING GAMES		Special Ed. Young Adult's Room Skating Rink Children's Rm. - R.R. Club Room	Goldsborough, Morris, Allen Hart, Johnson, Myrick Austin Rogers - Staff Myrick, J. Peterson, Hunter - Staff
1:00 to 2:30	DRAMATICS SCIENCE VACATION READING CLUB GAMES	Intermediate	Special Ed. Young Adult's Room A.R.R.	Goldsborough, Morris - Allen Hart Myrick, Berry - Staff Peterson, Hunter - Staff
1:00 to 2:30	STAFF MEETING			

INTERIM REPORT FROM MRS. MOHRFELD

to ACTION LIBRARY STAFF

GIRLS - Teenage girls' group, ages 12-14, Action Library, a nine week series.

Leader - Mrs. Ann Mohrfeld, Social Worker
Family Life Education Department
FAMILY SERVICE OF PHILADELPHIA

Girls — Title created by the girls in the group.
Interesting
Rap
Listen
Series

WEEK I - October 15

Attendance 3 - All from St. Charles

The first week was spent getting acquainted. I introduced myself and told the girls something about my background, my family, and the agency for which I worked. Together, we discussed and decided upon the group's ground rules. The girls filled out the registration forms and indicated the topics they wanted to talk about. The remainder of our time was spent in a discussion about dating. The general content of the discussion covered such topics as, "How to get a boy to like you," "How to get a girl to like you," "Do girls act differently when they are with boys than they do with girl friends? Should they? Why do they?" "How does one get to know anybody?" "Is it easy?" "What does it mean to date someone?"

Week II - October 22

Attendance 4 - Two from St. Charles; two from Barrett

I briefly summarized what we talked about the first week for the two new girls. One of the girls from Barrett started the discussion off by wanting to know where and how babies are born and all the different ways one could have sexual intercourse. Using the girls as resources, we talked about how babies are born. This issue lead us into a discussion about menstruation - what is it, what does it mean, what fears do girls have about it? We then talked about sexual intercourse. I gave them a graphic description about how it is done, about the male sperm, ejaculation, etc. We talked about contraception. The girls wanted to know if there was any way they could have intercourse without getting pregnant or at least risking becoming pregnant. I explained to them that while the pill was probably the safest precaution not including restraint, there is still a 1% chance of getting pregnant and if one has intercourse one better be prepared to deal with that 1%. Two girls in the group

shared a great deal and risked themselves to tell the group that they had already had intercourse. We talked about their feelings about it and their fears about getting pregnant. This lead into a discussion about peer pressure and pressure from guys. Some girls felt that boys are out for only one thing - SEX. We discussed this and I tried to put this issue in perspective. I told the girls that the following week we would see a film made by Planned Parenthood called Too Soon Blues, which is a film about two black inner-city kids and their dating relationship.

WEEK III - October 29

Attendance 3 - Two from St. Charles; one from Pierce

This week was spent looking at the film Too Soon Blues. Some of the issues we discussed after the movie were: What about their relationship - were they happy? Could the girl handle her feelings and fears about sex? What about the idea that girls need to have more respect for their bodies? Parents' and friends' reaction when a girl finds herself pregnant. Should sex be saved for marriage? Could the girl and boy in the movie communicate? The feeling of loneliness in the girl and her desire to have a baby because it would be something all her own; the reality problems involved in being a teenage mother.

WEEK IV - November 5

Attendance 4 - Three from St. Charles; one from Pierce

Sequel to Too Soon Blues, A Chance for Love - the main message of the film is that just because people get some protection, this does not mean that their relationship will become a good one. We talked about this and also about the feelings a teenage girl may have if she decides to go to a clinic such as Planned Parenthood. We also used a group dynamics discussion exercise of a True and False test about boys and girls. Several pieces of misinformation the girls had were clarified. We also used the exercise Tuning into Yourself.

WEEK V - November 19

Attendance - one from Pierce

I used this time for a personal counseling session to discuss some of the girl's personal problems.

WEEK VI - November 26 (Note: The next four weeks are tentatively planned - subject to change if not tuned into the girls' needs.)

WEEK VI - November 26 (continued)

You and Your Family: Teenage Rights
Notion of Responsibility
What it's like to be a member of a large family

We may do some role-playing or possibly use Values Voting.

WEEK VI - Communication with Your Parents

WEEK VII - Where Am I Going?

What it means to becoming a woman?
Goals
School
Community
Friends, Parents

WEEK VIII - Continuation of Week VII

Values Continuum Technique

WEEK IX - Rap Up

Possible Party
How did we grow together
Evaluation

VALUES VOTING

HOW MANY OF YOU THINK:

1. Teenagers should be allowed to choose their own clothes?
2. What you wear and how you look are the things boys are most interested?
3. think going steady is important in order to be "in" ?
4. have ever had problems so bad you wished you could die so you wouldn't have to face them?
5. think most kids feel free to talk with the parents?
6. think most kids feel free to talk with friends?
7. think most kids feel free to talk with teachers?
8. find it difficult to listen to people sometimes?
9. have been hurt by a friend?
10. think it is all right for older brothers and sisters to discipline the younger ones?
11. have ever wanted to really hurt someone for something they did to you?
12. approve of permarital sex for boys?
13. approve of premarital sex for girls?
14. think sex education should be taught in school?
15. think sex education in school should include techniques for love making, contraception?
16. have ever taken a sex education course?
17. would approve of a young couple trying out marriage by living together for six months before getting married?
18. can tell your parents your personal problem?
19. think your parents are too strict?

VALUES CONTINUUM

1. How far would you go to be popular with your group?

Do anything including risking safety	. . . . .	Do nothing at all

2. How much personal freedom do you have?

All decisions are made for you	. . . . .	Complete freedom to choose for yourself

3. How much freedom do you want?

All decisions are made for you	. . . . .	Complete freedom to choose for yourself

4. How much do you want from your family?

Completely dependent on family; no outside interests, friends, etc.	. . . .	Completely indifferent to family; would rather be rid of them

TUNING IN TO YOURSELF

Please write down the first thing that comes to your mind when you read the following words or phrases. Be honest with yourself to derive the maximum benefit from this self-evaluation.

1. It is hard for me to tell another how I really feel inside because____

_____.

2. When people first meet me they_____

_____.

3. When I enter a new group I feel_____

_____.

4. The hardest thing for me to discuss with others is_____

_____.

5. If only other people knew what I was really like inside they_____

_____.

6. The person who best understands me is_____
(just the relationship, not the name)

7. I get angry when_____.

8. I get depressed when_____.

9. As a communicator I would rate myself as: POOR FAIR AVERAGE GOOD VERY GOOD

10. Looking back on my growing up, the type of communication I had with my parents was:

POOR FAIR AVERAGE GOOD VERY GOOD

ACTION LIBRARY
AFRO-AMERICAN STUDIES

Course Outline

UNIT I

The Individual

Lesson:

1. The Physical Me
2. The Environment and Me
3. The Social Me
4. The Emotional Me

UNIT II

The Family

Lesson:

1. The Physical Family
2. Family Customs
3. Ethnic Groups
4. The Black Family

UNIT III

The Neighborhood

Lesson:

1. The Physical Neighborhood
2. The Ethnic Neighborhood
3. The City
4. The African City

UNIT IV

The Nation

Lesson:

1. Slavery to Civil War
2. Reconstruction to Present
3. Black Culture (Art, Literature)
4. Black Culture (Music)

ACTION LIBRARY
AFRO-AMERICAN STUDIES

UNIT I

THE INDIVIDUAL

The general purpose of this unit is to enable students to gather information about themselves and thereby help to instill a greater awareness of who they are.

Concurrently with the development of the child's awareness of self, the unit will employ Black History to help in the development of pride, dignity, and a feeling of personal worth.

It will also enhance self-image and foster a more complete understanding of what it means to be Black.

The child should recognize those characteristics that we all have in common as well as those which make us different from one another.

The major focus of the unit will concentrate on the individual and how his physical, social, and emotional development is affected by his environment.

ACTION LIBRARY
AFRO-AMERICAN STUDIES

UNIT II

THE FAMILY

The general purpose of this unit is to enable the child to become aware of the likenesses and differences of individuals in his family.

To make him aware of how similar his family is to his neighbors and to family groups all over the world.

To help him become aware of his ancestors and of the continuity of human existence as expressed in cultural traits, habits, artifacts, and physical features.

To provide an awareness of the ethnic and cultural legacy inherent in every group, the knowledge of which is necessary for the development of pride and self dignity.

To develop an awareness of how environment can influence and determine human behavior.

To dispel misconceptions about Africa and Afro-Americans.

ACTION LIBRARY
AFRO-AMERICAN STUDIES

UNIT III

THE NEIGHBORHOOD

The general purpose of this unit is to help the child develop a sense of time and place by helping him to discover the many ways neighborhoods are alike and different.

How neighborhoods differ in size, age, income, geographic features and ethnic composition; and how these factors influence the lives of the individuals that make up the neighborhoods.

The unit will also define the forces, internal and external, that have a positive or negative effect on conditions in the neighborhood.

The child should also develop an awareness of how his neighborhood and city has grown and how it is alike and different from the tribe or village in Africa.

ACTION LIBRARY
AFRO-AMERICAN STUDIES

UNIT IV

THE NATION

The general purpose of this unit is to give the child an overall concept of the course of Black History from African beginnings to the condition of the Black Man today in America and in the rest of the world.

Emphasis will be on the struggle as seen in the attainments and aspiration of outstanding individuals in Black History.

Black contributions to world culture in art, litarature, and music will also be emphasized in the effort to enhance the child's self-dignity and pride in his race.

BEST COPY AVAILABLE

20th and Christian Sts., Philadelphia, Pa. 19146 / (215) 545-1144

FRIDAY FILM FESTIVAL 3 P.M. to 5 P.M.

October 5

Dr. Jekyll & Mr. Hyde	27 Mins.
Not Me	51 Mins.

October 12

Thief of Bagdad	27 Mins.
Aretha Franklin	25 Mins.

October 19

Music Box (Laurel & Hardy)	30 Mins.
Fun Factory	27 Mins.

October 26

Red Balloon	39 Mins.
Golden Fish	15 Mins.

November 2

The General (Buster Keaton)	27 Mins.
The Tramp	25 Mins.

November 9

I Know An Old Lady Who Swallowed A Fly	6 Mins.
The Salvage Gang	52 Mins.

November 16

Wild and Wonderful World of Auto Racing	28 Mins.
Popsicle	11 Mins.

November 30

Saps At Sea (Laurel & Hardy)	57 Mins.

December 7

Phantom of the Opera	77 Mins.

December 14

Third Man	93 Mins.

December 21

J.T.	51 Mins.
Steadfast Tin Soldier	14 Mins.

January 4 - 1974

Stage Coach (John Wayne)	100 Mins.

February 8

King Kong	100 Mins.

Philadelphia Student Library Proje
PARENT AND COMMUNITY LEADER SURVE

Name of Respondent: _____

Sex: _____ Telephone No.: _____

SAMPLE CO

Date Called	Time	Comments
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CHILDREN'S

. . . . .
. Intervie
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. . . . .

Interviewer: Before you begin asking questions, determine that you are talking to an adul

November 1, 1973

brary Project
EADER SURVEY

_____
Interviewer

SAMPLE CODE: 1 _____ Parent: Frequent User(s)

2 _____ Parent: Infrequent User(s), Non-User(s)

3 _____ Community Leader

CHILDREN'S NAMES: _____ _____

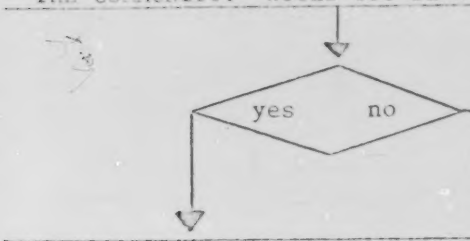
_____ _____

_____ _____

Interviewer's Overall Comments:

g to an adult.

HELLO, THIS IS _____. I AM HELPING WITH A SURVEY THE PHILADELPHIA STUDENT LIBRAR
INTERESTED IN KNOWING HOW THE (PEOPLE IN THE COMMUNITY OR COMMUNITY LEADERS) FEEL ABOUT TH
THE COMMUNITY. WOULD YOU BE WILLING TO ANSWER A FEW QUESTIONS?

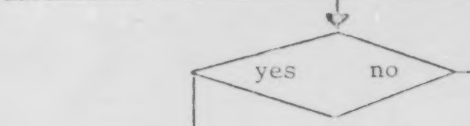


Terminate the interview.

ARE YOU AWARE OF A LIBRARY FOR STUDENTS IN YOUR AREA?

(1) 1 _____ Yes

2 _____ No



Probe. If yo
the Action Li
and terminate
pondent provi
go on to Ques
these questio
to your probe

DO YOU KNOW THE NAME OF IT?

(2) 1 _____ Don't know

2 _____ Action Library

3 _____ Other: _____

. . . . . .
. Interviewer
.
.
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.
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.
.
.
.
. . . . . .

LIBRARY PROJECT IS DOING IN THIS NEIGHBORHOOD. WE'RE
BOUT THE LIBRARY SERVICES AVAILABLE TO THE CHILDREN IN

If you are convinced the respondent is not aware of
ion Library tell her about it, invite her to visit it,
minate the interview. If, on the other hand, the res-
provides evidence of knowledge of the Action Library,
o Question 2, 3, or 4, depending upon whether answers to
uestions were already given in the person's response(s)
probe.

viewer's Comments:

DO YOU KNOW WHERE IT IS LOCATED?

(3) 1 _____ Don't know

2 _____ 20th and Christian

3 _____ St. Charles

4 _____ Other: _____

If, at this point, you do not believe the respondent actually knows about the Action Library, (probe, if necessary) tell her about it, invite her to visit it, and terminate the interview.

HOW DID YOU FIRST HEAR ABOUT IT?

(4) 1 _____ Don't know/don't remember

2 _____ Neighbor/friend

3 _____ Son/daughter

4 _____ Child - not own

5 _____ Newspaper/brochure/Literature

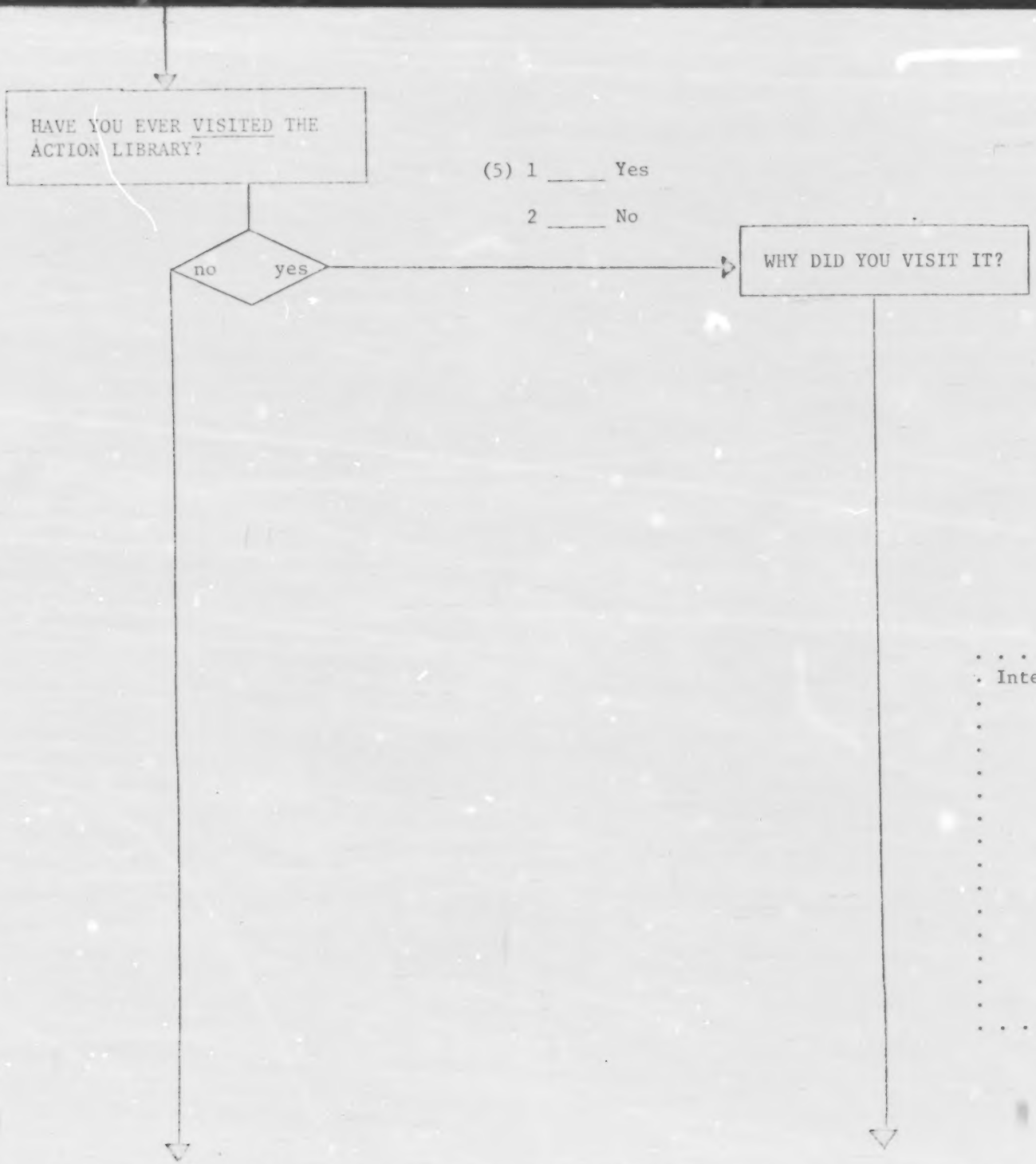
6 _____ Saw it

7 _____ Teacher/School

8 _____ Community meeting

9 _____ Other: _____

Interviewer's Comments:


HAVE YOU EVER VISITED THE ACTION LIBRARY?
(5) 1 _____ Yes
2 _____ No
no
yes
WHY DID YOU VISIT IT?
Interv

(6) 1 _____ Don't know/don't remember

2 _____ To take my children there/pick up my children

3 _____ Happened to pass by

4 _____ To see if I wanted my children to go there

5 _____ To see how my children were spending their time

6 _____ Other: _____

. . . . . .

terviewer's Comments:

. . . . . .

HOW DOES IT COMPA
IN GENERAL, WITH
LIBRARIES YOU HA

WHAT DO YOU THINK IS THE MAIN PURPOSE OF THE ACTION LIBRARY? WHY DO YOU THINK IT WAS ESTABLISHED?

(8) 1 _____ Don't know

(Check all that apply)

2 _____ Give kids a place to go

3 _____ Provide Black students with their own library

4 _____ Help with learning/do better in school/help with reading/broadens interest

5 _____ Provide a recreation center

6 _____ Other: _____
_____

COMPARE,
WITH OTHER
OU HAVE VISITED?

(7) 1 _____ Don't know

2 _____ Can't compare: don't/seldom visit other libraries

(Check all that apply)

3 _____ Can't compare; the Action Library is not at all like other libraries

4 _____ About the same

5 _____ Don't like it: _____

6 _____ Like it; informal/kids enjoy themselves

7 _____ Like it; more varied activities

8 _____ Like it; staff helpful/ friendly/more available

9 _____ Like it; other: _____
_____

10 _____ Other: _____
_____

Interviewer's Comments:

DO YOU KNOW WHAT KINDS OF ACTIVITIES, SERVICES AND PROGRAMS ARE AT THE ACTION LIBRARY?

(9) 1 _____ Don't know

(Check all that apply)

2 _____ Books

3 _____ Movies

4 _____ Field Trips

5 _____ Class Groups

6 _____ Can use equipment (records, tapes)

7 _____ Can watch TV

8 _____ Can visit/talk

9 _____ Can play games (chess, etc.)

10 _____ Get help with homework

11 _____ Get help with reading

12 _____ Learn to use a library

13 _____ Specialists available

14 _____ Other: _____

_____

_____

Probe: "Anything else"?

Interviewer's Comments:

DO YOU THINK THE ACTION LIBRARY SHOULD BE CONTINUED?

(10) 1 _____ Don't know

2 _____ Yes/I guess so

3 _____ No

yes no dk

WHY DO YOU THINK ACTION LIBRARY S NOT BE CONTINUED

WHAT GOOD IS IT FOR THE CHILDREN?

(12) 1 _____ Don't know

(Check all that apply)

2 _____ Teaches them to use/ like libraries

3 _____ Helps them in school/ improves reading

4 _____ Gives them a place to go/keeps them in the neighborhood

5 _____ They like it there/ kids enjoy it

6 _____ Teaches them new skills and hobbies/ gives them new experiences

7 _____ An opportunity to "hustle"

8 _____ Other: _____

_____

HINK THE
RY SHOULD
NUED?

(11) (Check all that apply)

1 _____ Don't need it; school and public library are sufficient

2 _____ Don't need it; kids don't like libraries

3 _____ It's poorly managed

4 _____ Other: _____

_____

_____

Interviewer's Comments:

OTHER THAN HELPING CHILDREN, WHAT GOOD IS IT FOR THE COMMUNITY?

(13) 1 _____ Don't know

(Check all that apply)

2 _____ Keeps the kids of the streets

3 _____ Provides jobs

4 _____ Provides a library

5 _____ Source of pride for community

6 _____ It's controlled by the community

7 _____ Provides a meeting place for community functions

8 _____ Other: _____

_____

_____

Interviewer's Comments:

WHAT CHANGES, IF ANY, WOULD YOU LIKE TO SEE MADE IN THE ACTION LIBRARY? WHAT ADDITIONAL SERVICES DO YOU THINK SHOULD BE PROVIDED?

(14) 1 _____ Don't know enough about it to answer

(Check all that apply)

2 _____ No changes

3 _____ Should be closed

4 _____ Additional staff/change in staff

5 _____ Better discipline/safer environment

6 _____ Different location

7 _____ Open more hours/change hours of operation

Probe. "Anything Else"?

8 _____ Better publicity/more information available

9 _____ More programs for preschool children

10 _____ More programs for adolescents

11 _____ More programs for adults

12 _____ More books/magazines

13 _____ More equipment

14 _____ More special programs

Interviewer: If respondent is in the COMMUNITY LEADER sample, terminate the interview. If not, continue.

Interviewer's Comments:

16 _____ More programs directly related to what's going on in school

17 _____ More individualized help with homework, reading, etc.

18 _____ Fewer rules and regulations

19 _____ More rules and regulations

20 _____ Other: _____

_____

DO ANY OF THE CHILDREN IN YOUR HOUSEHOLD USE THE ACTION LIBRARY?

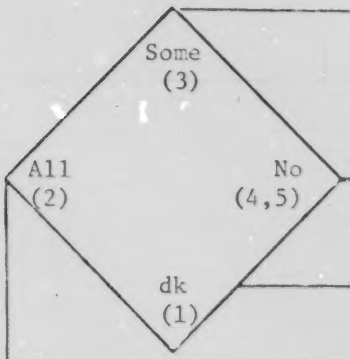
(15) 1 _____ Don't know

2 _____ They all use it

3 _____ Some use it, some don't

4 _____ No (Never visited the Action Library
Visited only with teacher)

5 _____ No (Used to; don't any more)



DO YOU KNOW W
THE CHILDREN

DO YOU KNOW W
DON'T USE IT?

Terminate the interview.

(Interviewer: If only one child uses the Action Library, change the following questions to the singular)

Interview

rary/

OW WHY SOME OF
REN DON'T USE IT?

OW WHY THEY
IT?

(16) 1 _____ Don't know

2 _____ Too old/too young

3 _____ Tried it; don't like it

4 _____ They have no interest in libraries

5 _____ Not safe/rowdy groups

6 _____ They don't know about it

7 _____ Too far away

8 _____ Other: _____

_____

viewer's Comments:

WHAT DO YOUR CHILDREN DO AT THE ACTION LIBRARY? THAT IS, HOW DO THEY SPEND THEIR TIME THERE?

Probe: "Anything Else?" (Include all children who use the Action Library)

(17) 1 _____ Don't know 7

(Check all that apply) 8

2 _____ Take out books 9

3 _____ Read/get help with reading 10

4 _____ Visit with friends 11

5 _____ Structured Activities

6 _____ Use references

WHAT CHARACTERISTICS OF THE ACTION LIBRARY DO YOUR CHILDREN ESPECIALLY LIKE?

(18) 1 _____ Don't know

(Check all that apply)

2 _____ Nothing in particular

3 _____ Freedom/flexibility

4 _____ Location

5 _____ Comfortable/pretty place

6 _____ Hours

7 _____ Staff/the help they receive

8 _____ Activities

9 _____ Books/Magazines available

10 _____ Materials (non-books) available

11 _____ Other: _____

_____

_____ Do homework

_____ Use equipment

_____ Watch TV

_____ Play games

_____ Other: _____

_____

Interviewer's Comments:

IS THERE ANYTHING ABOUT THE ACTION LIBRARY THAT THEY DON'T LIKE?

Interview

Code No

(19) 1 _____ Don't know

(Check all that apply)

2 _____ They like everything

3 _____ Rules and regulations

4 _____ Hours

5 _____ Structured Activities

6 _____ Books/magazines

7 _____ Materials/equipment

8 _____ Staff

9 _____ Time Clock

10 _____ Older kids picking on them/rough

11 _____ Other: _____

_____

ewer: List specific comments, if any, below. Identify the coded response you are referring to.

No.	Comments

Interviewer's Comments:

Interview

IS THERE ANYTHING ABOUT THE ACTION LIBRARY THAT YOU DON'T LIKE?

Code No

(20) 1 _____ Don't know

(Check all that apply)

2 _____ I like everything

3 _____ Rules and regulations

4 _____ Hours

5 _____ Structured Activities

6 _____ Books/magazines

7 _____ Materials/equipment

8 _____ Staff

9 _____ Time Clock

10 _____ Older kids picking on them/rough

11 _____ Other: _____

_____

DO YOUR CHILDREN EVER BRING BOOKS HOME FROM THE ACTION LIBRARY?

(21) 1 _____ Don't know

2 _____ Yes

3 _____ No

yes no, dk

iewer: List specific comments, if any, below.
Identify the coded response you are referring to.

No.	Comments
___	_____
	_____
___	_____
	_____
___	_____
	_____
___	_____
	_____

. . . . . .
. Interviewer's Comments: .
. .
. .
. .
. .
. .
. .
. .
. .
. .
. . . . . .

DO THEY USE THE BOOKS THEY BRING HOME?

(22) 1 _____ Don't know

2 _____ Yes

3 _____ No

DO YOU THINK THE ACTION LIBRARY HAS HELPED YOUR CHILDREN IN ANY WAY? IF SO, HOW?

(23) 1 _____ Don't know

(Check all that apply)

2 _____ Yes: socially

3 _____ Yes: reading/school

4 _____ Yes: personally/self-concept

5 _____ Yes: new interests/knowledge

6 _____ Yes: attitude toward learning/ school

7 _____ Yes: attitude toward libraries

8 _____ No

9 _____ Other: _____

_____

Probe: include all children who use the Action Library

TERMINATE INTERVIEW

Interviewer: List specific comments below.
Identify the coded response you are referring to.

Code No.	Comments
_____	_____
	_____
_____	_____
	_____

Interviewer's Comments:

AN INFORMATION SYSTEM FOR EVALUATION OF THE PHILADELPHIA STUDENT LIBRARY PROJECT

Roger Garthwaite
School District of Philadelphia

and

Charles Goldman
Government Studies and Systems, Inc.

November 28, 1973

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I. The Philadelphia Student Library Project - History, Activities, and Evaluation

The Action Library is an informal, multi-media library-learning center in a target neighborhood in South Philadelphia, staffed by a team of librarians, specialized teachers, audio-visual specialists, and local community aides. It is not a school in the traditional sense, although it has many learning materials. Nor is it a community library in the usual sense, for it is marked more by activities and by group participation than by solitary reading. It opened its doors in the Spring of 1972 and is sponsored by the School District of Philadelphia, The Free Library, the Archdiocesan School System and independent schools.

The Action Library staff works with 100 or more young people ranging in age from four to 18 each day. A continuing evaluation is underway to determine the degree to which the objectives established for the library-learning center demonstration have been achieved. The documentation of the evaluation results will make available information about workable techniques and programs for possible adoption or adaptation by Philadelphia's school and public library systems and by library organizations elsewhere. The evaluation component is an integral part of the Philadelphia Student Library Project and is the responsibility of the project director.

A comprehensive evaluation plan was prepared in accordance with E.S.E.A. Title III Guidelines in January, 1972, and was amended in February, 1973 (1). The plan provides for an assessment, on a continuing basis, of some 70 product, process, and management objectives which were developed for the demonstration. To evaluate the impact of the Action Library, procedures were established to provide accurate and complete information on who uses the library center, when, for how long, and, to the extent possible, for what purpose. This on-going record-keeping will enable the evaluation staff to obtain data essential for analyzing several of the outcomes of the project. Furthermore, the demonstration of a comprehensive information system is itself unique since never before has such a rigorous attempt been made to compile the wealth of information available in the on-going daily routine of a library. Thus, the following questions indicate the nature of the baseline data which was needed to begin evaluating user patterns:

1) Who is registered? Who uses the Library?

   Name, address, grade, age, date of registration, school name and location in regard to the target area, and assigned library number.

2) How frequently does he visit and how long does he stay?

   Name, date, time entering and time leaving for each registrant.

3) What activities and programs does the user participate in?

   Name, date, specific activity involved in, the length of time involved, materials and equipment used.

4) What materials are circulated?

Name, date, type of material circulated (hardback book, softback book, magazine, record, filmstrips, or cassette), the Dewey Decimal number for non-fiction materials, a breakdown by subject area for fiction materials, and whether the material was from the Junior, Young Adult, or Adult collection.

II. Information System - Data

A. File Descriptions

The information system for the Action Library created and maintains three files in its database. The Registration File (Table 1) contains demographic and school data on all students registered to use the Action Library. The 13 data elements of the Registration File constitute one record per student, and the file currently contains data on 3,500 students.

The Attendance File (Table 2) contains data on students attending the Action Library on a given date and what types of materials were checked-out by the students. The Attendance File is a tree-structured file with individual student records branching from date and individual material check-out records branching from student. For the three month period March - May, 1973, the Attendance File contains 7,000 entries.

The Activity File (Table 3) contains data on each activity held in the Action Library: its date, numbers of participants by type, materials used and individual student identification numbers. The Activity File is also a tree-structured file with individual activity records branching from date and individual student records branching from activities.

The use of the student identification number (Gaylord No. in Tables 1, 2, and 3) in each of the

tables provide a brief description of the contents of each file.

Table I

Description of Contents of Registration File

Element No.	Field Name	Description
1	GAYLORD-No.	Unique identifier assigned to each new registrant
2	NAME	Name of registrant
3	ADDRESS	Address of registrant
4	ADDRESS-CODE	Indicator of distance of residence from Action Library
5	REGISTRATION-DATE	Date of registration to Action Library
6	SCHOOL	School Code (as provided by the School District of Philadelphia)
7	SCHOOL-LOCATION	Indicator of distance of school from the Action Library
8	GRADE	Grade of Registrant
9	BIRTH-DATE	Birthday of registrant
10	AGE	Age of registrant
11	SEX	Sex of registrant
12	RACE	Race of registrant
13	STUDENT-I.D.	Identification number to be used in collecting additional information.

NOTE: There is one record (table) for each registrant (approx. 3500 registrants)

Table 2

Description of Contents of Attendance File

Element No.	Field Name	Description
1	DATE	Specific date registrant came into the Action Library
2	NO.-STUDENTS	Total number of registrants entering the Action Library on a particular day
3	No.-MATERIALS	Total number of materials checked out on a particular day
4	GAYLORD-NO.	Unique identification of each registrant
5	TIME-IN	Actual time registrant entered the Action Library
6	TIME-OUT	Actual time registrant leaves the Action Library
7	TYPE-MATERIAL	Type of material which is checked out by the registrant
8	DEWEY-DECIMAL	Dewey decimal number of categorized material
9	AGE-LEVEL	Age level of material checked out (i.e., pre-school, young adult, adult)

NOTE: The information in this table is collected and filed every time a registrant checks out a book (or other material). For example, for March, April, and May, 1973 there were approximately 7000 entries in this file.

Table 3

Description of Contents of Activity File

Element No.	Field Name	Description
1	DATE	Date activity took place
2	NO.-ACTIVITIES	Total number of activities for a particular day
3	ACT.-CODE	Assigned code of specific activity
4	NO.-STUDENTS	Number of students participating in the activity
5	NO.-ADULTS	Number of adults participating in the activity
6	ORGAN.	Code for the organization participating in the activity
7	GRADE-LEVEL	Grade level of students attending the activity
8	LENGTH-ACTIVITY	Amount of time spent in the activity
9	MAT.-USED	Code for materials and/or equipment used in the activity
10	GAYLORD-NO.	Unique identifier of each registrant
11	TIME-LAPSE	Amount of time spent by each participant in the activity

NOTE: The information in this table is collected for each activity that is held in the Action Library.

files permit cross-linking the files for output reports. Demographic and school data can be accessed from the Registration File and used to summarize attendance, material check-out, and activity data.

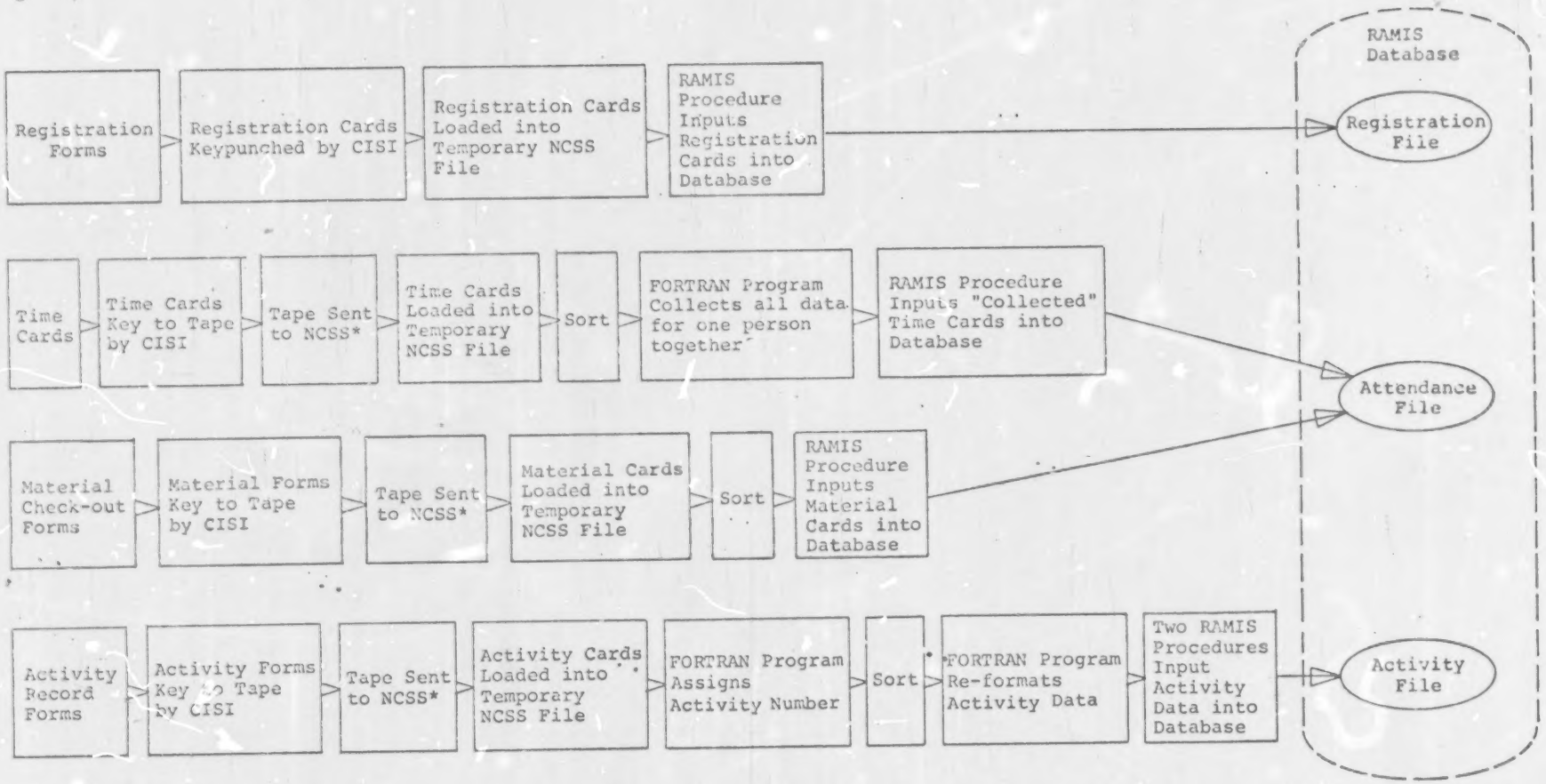
B. Data Input Procedures

Data for the three files is gathered using four forms: (1) Registration Forms, (2) Material Check-out Lists, (3) Time Cards, and (4) Activity Records. Sample copies of the forms are attached as Appendix. References 2 provide instructions for completing the forms and instructions for keypunching.

Chart 1 portrarys the overall procedures for input of the data to the three files. The procedures involve several different sorts, FORTRAN programs for re-formatting and RAMIS procedures for inputting data to the files. The RAMIS software will be briefly described in Section III and one of the RAMIS input procedures will be described.

An Overview of the Data Input Steps

Chart 1


Registration Forms
Registration Cards Keypunched by CISI
Registration Cards Loaded into Temporary NCSS File
RAMIS Procedure Inputs Registration Cards into Database
RAMIS Database
Registration File
Time Cards
Time Cards Key to Tape by CISI
Tape Sent to NCSS*
Time Cards Loaded into Temporary NCSS File
Sort
FORTRAN Program Collects all data for one person together
RAMIS Procedure Inputs "Collected" Time Cards into Database
Attendance File
Material Check-out Forms
Material Forms Key to Tape by CISI
Tape Sent to NCSS*
Material Cards Loaded into Temporary NCSS File
Sort
RAMIS Procedure Inputs Material Cards into Database
Activity Record Forms
Activity Forms Key to Tape by CISI
Tape Sent to NCSS*
Activity Cards Loaded into Temporary NCSS File
FORTRAN Program Assigns Activity Number
Sort
FORTRAN Program Re-formats Activity Data
Two RAMIS Procedures Input Activity Data into Database
Activity File

CISI - Computer Input Services, Inc.

*Same tape contains time cards, material cards, and activity cards.

III. Information System - Software and Hardware

A. An Overview of RAMIS

Rapid Access Management Information System (RAMIS) is a generalized data management and report generating computer system consisting of a collection of procedures for:

1. describing and building data files,
2. maintaining data in the files through updates, additions, and deletions,
3. retrieving information,
4. displaying information in meaningful report formats, and
5. passing information to other processing systems like COBOL or FORTRAN.

RAMIS is used by over 100 companies in the United States and Europe for a wide variety of applications in sales, personnel, finance, insurance claims, and stock transactions. Government Studies and Systems is currently using RAMIS for six different applications.

RAMIS is particularly suited to the Action Library information system because of RAMIS capabilities in handling tree structured data, cross-linking files in output retrieval, and in the ease with which report requests can be written. The tree-structured data and need for cross-linking files was shown in the file structures of Section II. RAMIS report requests are written in an English-like

language as illustrated in Section II.C. The ease with which the reports requests can be written and altered satisfies the need for the numerous output reports about the Action Library. The richness and variety of data that is gathered about the Action Library requires these numerous output reports. The output reports will be listed in Section IV.

RAMIS is a proprietary software product of Mathematica, Inc., Princeton, N. J. RAMIS is available on a lease/purchase basis or on a surcharge basis from NCSS computer service, Stamford, Conn. The minimum hardware requirement for RAMIS is hardware supporting OS Operating System with 140k core storage. However, the larger the core available, the more efficient RAMIS becomes. For further information on RAMIS, see reference 3.

B. An Example of a RAMIS Input Procedure

The following RAMIS procedure inputs the keypunched Registration Cards into the Database:

(1) INPUT
(2) READ/TEMPREG DATA
(3) RECORD/80
(4) ORDER/1,6,2,3,4,10,7,8,9,11
(5) FORM/4,X1,6,X1,25,25,X1,1 X1,6,3,1,2,X1,2

(6) SORT/

(7) INSERT/17=0

(8) FILE/REGS

(9) END

INPUT (1) is a command which signals RAMIS that the procedure for inputing data to a file is going to be used. READ/TEMPREG DATA (2) tells RAMIS that the data cards which will be read into the file are temporarily stored on an NCSS file called TEMPREG DATA. RECORD/80 (3) tells RAMIS that the data cards are 80 bytes.

ORDER (4) tells RAMIS the order of the data elements on the cards. The order on the cards does not have to match the order of the data elements in the file. In the above case (4), the first element on the card is the first element in the file but the second element on the card is the sixth element in the file. FORM (5) tells RAMIS the format of the data cards. In the above case (5), the first element on the card uses four columns, then one column is skipped (X1) and the second element uses the next six columns.

SORT (6) tells RAMIS that the data cards are in sorted order so that the input procedure can use a fast search process to include the data into the

files. INSERT (7) allows RAMIS to put data elements into the files that are not on the data cards. In the above case (7), data element number 17 in the file will be set to zero (17=0) for all data being input. FILE/REGS (8) tells RAMIS into which file data is being input. END (9) tells RAMIS the input procedure instructions are concluded.

C. An Example of a RAMIS Report Request

The following RAMIS procedure outputs the number of materials checked-out of the Action Library by type of material:

(1) TABLE
(2) HEADING
(3) FREQUENCY OF CHECKOUT BY TYPE OF MATERIAL
(4) FILE ATTEND
(5) COUNT ENTRIES BY TYP-MAT
(6) END

TABLE (1) is a command which signals RAMIS that the report generating procedure is going to be used. HEADING (2) tells RAMIS that a heading is to be printed at the top of each output page. Line (3) is the heading to be printed. FILE ATTEND (4) tells RAMIS that data in the Attendance File will be used.

Line (5) is the report request itself. COUNT ENTRIES tells RAMIS that a frequency count of a number of records is to be made. Other report functions could print data (PRINT) or sum data values (SUM). BY TYP-MAT tells RAMIS that a frequency count of the number of records is to be done for each type of material code (TYP-MAT). TYP-MAT is one of the data elements of the Attendance File. In writing the report request, the user does not have to specify the material type codes or how many there are or what to do with missing (e.g., blank) codes. RAMIS handles all of these details, and is preferable to FORTRAN or COBOL on this account.

Suppose a further breakdown of the materials is desired by age level (adult, young adult, or child). The request would be

```
COUNT ENTRIES BY TYP-MAT BY AGE-LEV.
```

The report can be altered so easily compared to FORTRAN or COBOL.

END (6) includes the output request.

The report request can also include screening for including or excluding types of records, defining new variables for calculation

purposes, using multiple files, holding temporary tables for further processing, and creating external files to be processed by RAMIS, FORTRAN, etc.

IV Information System - Output Reports

The output reports being used in the on-going management and evaluation of the Action Library are listed in Tables 4, 5, and 6. The output reports are organized by their data file: Registration, Attendance, and Activity. Where reports represent cross-links between files, the output report is listed under its primary data file. Each report is classified according to frequency, either monthly or quarterly.

Table 7 shows one of the output reports (Report 11 of Table 5). This report is generated quarterly.

Table 4

Reports generated from the Registration file

Report No.	Description	Time Period
1	Listing of all registrants by Gaylord ID, Name, Address, School Code, Age, Birthday, School location Code, Address Location Code	Monthly
2	Frequency count of registrants by Grade	Quarterly
3	Frequency count of registrants by Grade and by Address Code	Quarterly
4	Frequency count of registrants by Age	Quarterly
5	Frequency count of registrants by Grade in selected schools	Quarterly
6	Frequency count of registrants by School Location Code	Quarterly
7	Frequency count of registrants by Address Location Code	Quarterly
8	Frequency count of registrants by Month of Registration	Monthly

Table 6

Reports generated from the Activity File

Reports No.	Description	Time Period
1	Frequency of participation in each activity by Month	Monthly
2	Total participation by Organization by Activity by Month	Monthly
3	Specific materials used for each activity	Monthly

TABLE 7

IBRARY PROJECT - JUNE, 1973

REQUENCY OF CHECKOUT BY TYPE OF MATERIAL

ype of aterial	February* Number of Material	%	March Number of Material	%	April Number of Material	%	May Number of Material	%
ooks, Hardback	825	71	2135	69	1447	77	1370	69
Books, Softback	306	26	821	26	399	21	579	29
Cassettes	0	0	6	0	0	0	0	0
Film Strips	0	0	9	0	2	0	0	0
Magazines	0	0	0	0	1	0	1	0
Records	30	2	93	3	15	0	30	1
TOTAL	1161	99	3064	98	1864	98	1980	99

* From 2/16 to 2/28

Note: Hardback books constitute approximately 70% of the materials circulating, with paperbacks accounting for 25%, and records making up the difference.

V. Computer Cost Estimate

For the seven month period December 1, 1973 to June 30, 1974, the following is an estimate of the computer costs:

(1)	Monthly Data Input and Monthly Reports	$5,075
(2)	Quarterly Reports	1,080
(3)	Storage Charges	840
		$6,995

The following bases were used for the cost estimation:

(1) The last month of regular operations of the Action Library information system had computer charges of $725 exclusive of quarterly reports and storage. $725 for 7 months = $5,075.

(2) Computer charges for the 18 quarterly reports production cost approximately $360. Quarterly reports will be run 3 times in the seven month period = $1,080.

(3) To operate the information system each month, 26 cylinders of storage must be on-line for 7 days per month @ $.52/cylinder/day = $90. One cylinder will be needed for the whole month = $20. Tape storage costs $10/month. Total storage costs are $120/month for 7 months = $840.

Appendix

Data Input Forms

BEST COPY AVAILABLE

ACTION LIBRARY

(SAMPLE FORM) REGISTRATION FORM

PLEASE COMPLETE ALL INFORMATION FOR EACH REGISTRANT

DATE: __ / __ / __ (6–11)

Assigned Gaylord Number: ____ (1–4)

Name: (last) _____ (13) (first) _____

Address: _____ (38–62) [ ] (64–37)

Omit Telephone Number: _____

Date of Birth: __ / __ / __ (66–71)

School: _____ (omit) [ ] (72–75)

Grade: ___ ___ (76–77) Age: ___ ___ (79–80)

Omit How did you hear about the Action Library? _____

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ACTION LIBRARY

MATERIAL CHECK OUT LIST

DATE __ / __ / __

8 11 13 15 19 20

GAYLORD NUMBER	TYPE OF MATERIAL (CHECK ONE)						DEWEY DECIMAL NUMBER	COLLECTION
	Book Hardback BH	Book Softback BS	Magazine MA	Record RE	Filmstrip FS	Cassette CA		J, Y or A

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COST CARD

No.

NAME _____

DATE _____

CLOCK RECORD	EARN	JOB No.

TOTAL REG. TIME HRS. _____ @ _____ _____

" OVERTIME HRS. _____ @ _____ _____

TOTAL LABOR COST _____

C-3002 circmar _____

BEST COPY AVAILABLE

ACTION LIBRARY

SAMPLE

ACTIVITY RECORD

DATE: 1 __/__/__ 6

Name of Activity: _____ 7-9

Activity Leader: _____ Number of Students: 10-12

Location or Station: _____ Number of Adults: 13-15

Organization or School: _____ 16-18

Teacher or Monitor: _____ Grade Level 19-20

Time: _____AM _____PM Length of Activity: 21 HR. MIN. 22-23

Materials and/or Equipment Used: _____ 24-25

_____ 26-27

_____ 28-29

_____ 30-31

_____ 32-33

NAME	GAYLORD NUMBER	TIME START	TIME END	
	35 38			39-41
	42 45			46-48
	49 52			53-53
	56 59			60-62
	63 66			67-69
	70 73			74-76

References

(1) Objectives for the Learning Center Demonstration, October 19, 1971, as amended by Amendments to the Evaluation Plan, February 15, 1973.

(2) Two memos by Nelson Freed: Coding and Pre-Keypunch Preparation dated July 25, 1973 and Keypunch Instructions dated July 19, 1973.

(3) RAMIS - A Computer Language Designed for Information Systems and RAMIS User Manual, Mathematica, Inc., Princeton, New Jersey.

C.A.B.

ACTION LIBRARY NEWS

COMMUNITY ADVISORY BOARD
NW Corner 20th and Christian Streets, Philadelphia, Pa. 19146 KI 5-1144

Issue Number 2 Winter 1973-74

ADMINISTRATOR'S CORNER

It is a pleasure to report to you about the programs and activities from July, August and September. When we opened the Action Library in June of 1972 the staff had little time to prepare a real definitive program for the first summer. Although we were able to carry off a modest program, including a few field trips and other activities, we felt that more planning and better coordination were needed. Capitalizing on last summer's experience, the staff began planning the summer program in early June. The total staff was involved – professionals, full-time assistants and aides. The staff was divided into program teams. In most cases a non-professional acted as chairman with a professional as resource person. Some of the activity areas were: black history, language arts, graphics, arts and crafts. The day was divided into a morning session and an afternoon session. The children signed in and chose an activity for the day. A variety of educational games, chess and checkers were on the main floor. Arts and crafts of all kinds were created by the youngsters. The Media department offered classes in graphics, photography and TV production. Mr. Jones held a black history course. Dancing class proved to be one of the most popular activities with the boys and girls. In the Recreation program youngsters went swimming, played basketball, jumped rope, etc.

Field trips ranged from a fishing trip to a cruise down the Delaware. There were trips to the theatre, Schuylkill Valley Nature Center, etc. Our Reading Program worked with groups from Gloucester House, Children's Service, Inc. and others.

In early September the staff planned programs for fall and winter.

The fall program consists of a variety of scheduled activities including some of the successful summer programs, e.g., arts and crafts, games and creative dramatics. We follow the summer format which means that each child signs up for an activity.

The staff again has been divided into teams with the activity leader responsible for developing an activity. This involves writing lesson plans and supervising the team.

In addition to these activities we have increased study and tutoring from one hour to three hours each day. Miss Bernice Berry is looking for volunteer tutors for this program.

The Library in cooperation with Family Service of Philadelphia will hold a series of discussions for teenage girls every Monday afternoon.

We are having our Friday Film Festival again this year. We have tried to schedule films with high entertainment value.

Patricia Myrick, Children's Librarian, has completed the first bibliography. This is a pre-school through third grade picture book list of current hardback titles only. It includes thirty-nine subjects: alphabet, numbers, colors, animals, picture book classics, seasons and weather plus 55 books featuring Afro-American experience.

Charles Peguese, Administrator
Action Library

FROM THE EDITOR

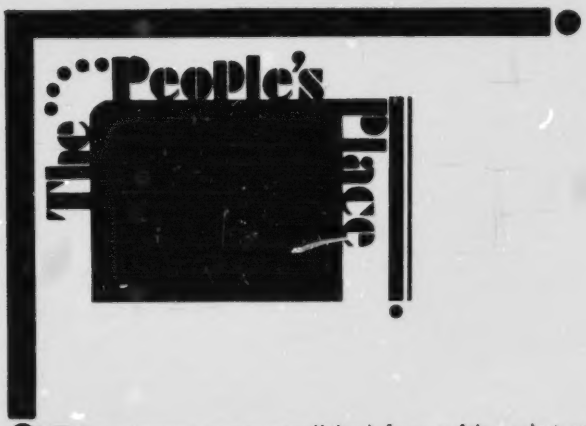
We have finally been able to publish our second Newsletter and can only apologize for the delay.

As I look at the reports coming from the Library and from my own observations in the last six months, it is my impression that the kids in our community have it more together in regard to the Action Library than the adults. Do you know that in June, 1973, there were 3,461 people registered at and using the Library and of this number only 271 are adults. Maybe the problem is with you, like it was with us on the C.A.B. in getting out the Newsletter– "too busy"!

I understand that the Action Library staff scheduled several different programs for adults. None had an attendance that indicated that the programs should be continued. Now it is possible that people were not well enough informed and didn't really know that the programs were being offered. It could be that the subject matter wasn't interesting. Or it could be that people didn't come out because the time set for the program wasn't good.

Whatever the reason, I strongly feel that the Action Library should be a library for the whole community. I know that we tend to think that our children are the most important. Even if this is so, you, the adults, in the community, are important also. You should have programs and you should let the Library staff know what you need and what you want. If you would like the C.A.B. or the Newsletter to help with this, please write to us or talk to any of us. The Action Library needs you to make it a total community library.

Erika Waechter



(This statement came, unsolicited, from a 4th grade teacher in a school near the Action Library. When he completed a questionnaire for the Action evaluation, he added these comments about the library.)

The Action Library has succeeded in piercing the nimbus of mystery that has surrounded libraries. Judging from the comments which I've heard from my students, the Action Library is a friendly, warm place where a child can relax in an atmosphere where reading and verbal communication are encouraged.

The word friendly is, I believe, a key word in the success of Action Library. The children know they're welcome. They make an unconscious association between books and friendly faces–result: positive attitudes toward learning. And with a positive attitude toward learning, academic success cannot be far behind.

R. Kallen

JOHN GLOUCESTER HOUSE
22nd & Federal Streets
Philadelphia, Penna. 19146
Telephone: FU 9-5504

April 27, 1971

Mr. Ronald Hart
Action Library
20th & Christian Streets
Philadelphia, Pa. 19146

Dear Mr. Hart:

I am writing to thank you for asking the Ladies of Gloucester House, Senior Citizens to participate in the outing to the Pennsylvania Dutch Country.

Ten ladies were able to go out of the eighteen that registered.

Everyone was very friendly toward each other from both groups. It was a pleasure to be a part of the group.

I do hope that the Senior Citizens will be able to visit the Action Library to see the activities that goes on there.

Thank you again.

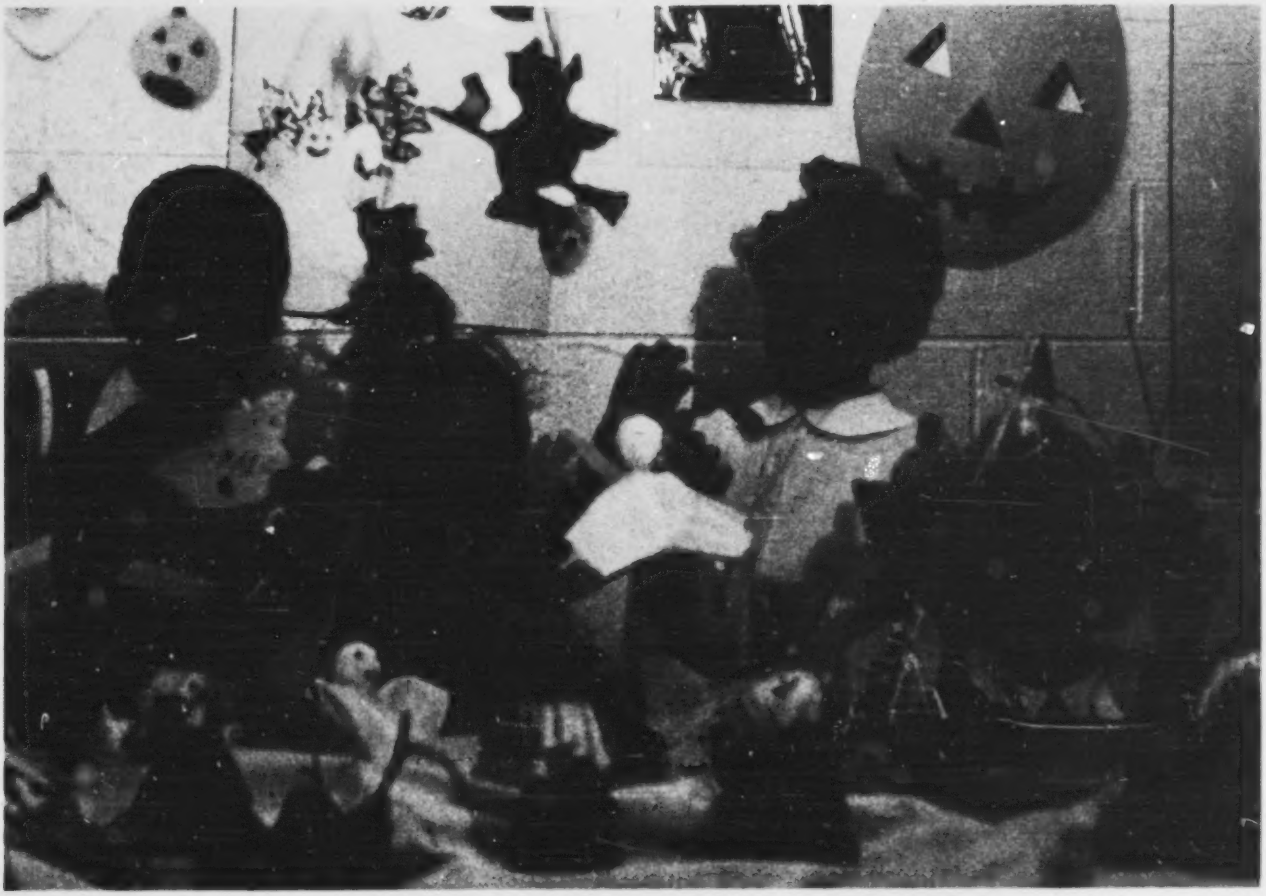
Yours truly,

(Mrs.) Alice Webb
Homemaker

AW/ns

Editor's Footnote: We have not yet received any letters from YOU. I really want to fill this space with letters or notes from community people. These two letters were received by the library staff in response to their programs. Please send comments to the editor, CAB Newsletter so this can truly be "The People's Place."

Members of the Board Clifton Williams, Chairman Rev. Cecil Gallup, Vice Chairman Rebecca Littlejohn, Secretary Phyllis Bebee, Editorial Staff Isma Carey Florence Dexter George T. Dukes Geraldine Ferrce Lorraine Goldsborough Maurita Graham, Editorial Staff Robert Lewis, Editorial Staff Robert L. Poindexter Karen Reddick George Scott Mame Sims Algie Streat Rev. George Vermeiren Erika Waechter, Editor Rubye Weaver Eddie Williams, Editorial Staff.



LIBRARY PROGRAM AND ACTIVITIES

The word seems to be out in the neighborhood of the Action Library that there are a lot of fun things to do there.

There is a Sports Clinic, a Sewing Club, a Crocheting Club, a Chess and Checkers tournament, a Friday Afternoon Feature Film Festival, a Creative Dramatics class, a Young Girls Discussion Group, and a group that is learning how to make films by viewing and criticizing production methods.

If all of this sounds more recreational than educational, the answer is, it is and it isn't.

During the summer the staff experimented with a number of programs in an effort to determine the best way to attract and hold the child's interest. We not only wanted to get the child into the library, but we wanted to make sure that he would want to return.

We found that children can really be turned on by certain activities and provide a staff member with that "teachable moment" needed to develop real cognitive skills.

Books on sewing, crocheting, chess and arts and crafts reinforce what the child has learned from the Aides, and also makes him aware of the fact that he must know how to read to produce artifacts or learn a skill.

This activities approach to learning is nothing new and is only one aspect of the Action Library Program.

In addition to the activities that appear to be recreational, the Library also has a remedial reading program, a tutoring program, aid for exceptional children, story telling and individual help for children with homework problems.

Developing the image of the Library as a real fun place to be, in an effort to change the traditional image of the library as just a place to get books is a very difficult task, but a very necessary one if we are to continue to attract children to the facility.

Don Jones

WHO's WHO on the Library Staff

BERNICE G. BERRY, READING SPECIALIST

My ambition to become a teacher began early in life. I am very happy to say that I feel most fortunate to have achieved success and happiness in my chosen field thus far. Teaching has satisfied a need, that need being, to relate and to be of service to young people. My experiences have been very fruitful and challenging in the field of education. I have noted personal and professional growth through these treasurable experiences as a teacher.

I have taught in the public schools of Philadelphia for the past twelve years. I am a graduate of Cheyney State College and attended graduate school at the University of Pennsylvania in the field of Elementary Administration.

My specific qualifications for a career in teaching are number one, the sincerity and interests with which I apply my knowledge and skills. Also the willingness to try all methods possible to achieve educational growth and development of the children I serve.

My outside interests include travel, sewing, reading, threatre-going, cooking and interior decorating. I enjoy most sports and participate in many when time allows me to do so. While at Cheyney, I participated in many extra curricular activities. Upon graduation I received the President's Award and appeared in Who's Who In American College and Universities.

Currently I am an active member of Mount Olivet Tabernacle Baptist Church, Cheyney Alumni Association, Blackline, Wynnfield Residents Association and the Philadelphia Branch National Association of College Women.

ZELDA WILLIAMS

Zelda Williams is Administrative Officer at the Action Library. She is a native of Warrenton, North Carolina, where she graduated from Middle Township High School. She went on to study secretarial courses in Business Administration. Following graduation, Zelda was a Department Manager at W.T. Grant, then later a girl Friday in a Real Estate office.

After her move to Philadelphia, Zelda worked for The School District of Philadelphia as an audio-visual clerk; in 1972 she was transferred to the Action Library.

Zelda is an active member of the Morris Chapel Baptist Church and of the Beverly Road-Hollis Street Community Organization. She enjoys softball, football, basketball and bowling. Her hobbies are sewing and cooking and her favorite way to spend time is with family and friends.

Full-time Community Aides

PHYLLIS BEBEE

Phyllis Bebee was born in Passaic, New Jersey on December 16, 1953. During her years in high school she worked at the Quartermaster Depot as a Medal Inspector for two years, and then worked her way up to a position as Secretary. In this position she received a Gold Seal Award for being the most outstanding student in typing. After graduating from South Phila. H.S., and Bok (on share-time), she began working for the Action Library as a part-time aide. Within a few months she was promoted to the position of Field Assistant. In addition she attends night school to learn other methods of doing shorthand.

Phyllis enjoys keypunch, shorthand, and learning to acknowledge the Muslim Faith where she has been learning to talk and live Islam. Most of the community people know her as Jamika. Most of all she loves to dance and listen to music. She is an active member of the Community Advisory Board, President of the All Girls Club, and a member of the Christ Community Baptist Church. Her hobbies are gymnastics and shorthand. She hopes to go to college and become a court stenographer.

LAURA BARNES

I was born and raised in South Philadelphia. I attended Saint Maria Goretti High School where for four years I was a student council member. Following high school, I matriculated at the University of Pennsylvania, majoring in sociology and minoring in political science. Now with a Bachelor of Arts degree, my future plans include attending Drexel University for a masters in library science. My previous work experience includes a file clerk position and a tutor position at the Philadelphia Child Guidance Clinic at 17th and Bainbridge.

I have always been an avid reader and enjoy working in the Action Library. Based upon the experience I have received, I decided to make a career of library work. My hobbies include sewing and various arts and crafts projects. Before continuing my education, I plan to travel both within the United States and abroad so that I can extend my interests and education and develop a more total learning experience.

The most recent change in my life was getting married this summer.

Board Member Profiles

REV. CECIL DUBOIS GALLUP

Born in Abington, Va., Rev. Cecil Dubois Gallup went on to obtain his Bachelor of Arts degree in Richmond, Va., from the Virginia Union University. He also holds a Bachelor of Divinity degree from the same institution. He has studied Humanities at Rutgers University in New Brunswick, N.J.

Friendship Baptist Church in Winston Salem, N.C., Second Baptist Church, Perth Amboy, N.J. and First Baptist Church, Greenwich Connecticut are the fortunate churches to have had Reverand Gallup as their pastor. He is currently doing a most successful job as the pastor of Holy Trinity Baptist Church at 18th & Bainbridge in Philadelphia.

Among the many services to his denomination and community are: Member of Executive Board Pennsylvania Baptist Convention; Member, Placement Committee Eastern Baptist Seminary, Philadelphia, Pennsylvania; Chairman, Budget Committee, Pennsylvania Baptist State Convention; Vice Chairman, OIC International, Inc.; Member, Executive Board of the United Fund; Member, Board of Directors of Philadelphia Tribune Charities, Inc. Vice-chariman, Pennsylvania Urb; Member, Board of Directors of S.P.H.P. He is affliated with the Baptist Ministers Conference of Philadelphia and vicinity, the NAACP and Alpha Phi Alpha Fraternity. He is also a member of the Kiwanis Club, a member of Board of Directors of Red Cross Philadelphia Chapter, and a Member, Board of Managers of the Christian Street Y.M.C.A.

Rev. Gallup was chosen 1972 Man of the Year by the Y's Men Club-Christian Street Branch of YMCA. He has been given the Doctor of Divinity Degree from Virginia Union University and made an Honorary citizen of Greenwich Connecticut.

He is married to Sonovia Cooper, a teacher in the Philadelphia Public School System.

FROM A STUDENT BOARD MEMBER

This past summer i had the opportunity to work closely with the Action Library's summer program. I found the activities not only to be an innovation but something the children really enjoyed. For instance, the story hour always seemed to captivate the young audience. The sports clinic motivated the boys to want to do more than just play the sport, but to learn the fundamentals. Generally speaking, the programs offered by the Action Library were beneficial to the entire community and should be continued next year.

Karen Reddick

FLORENCE DEXTER

Florence Dexter was born in Washington, D.C. and attended school there up to the tenth grade. She attended school in Philadelphia for a short time and finished high school in Seattle, Washington. She has four children who are presently attending school in the Philadelphia School system.

Mrs. Dexter is an active member in the community. She was an active member of the Community Board at Rebound Children and Youth Program. She was active also in the Playstreet Program for the past 6 years and was a member of the Mole and Hick Street Sewing Club. Mrs. Dexter was the Chairman of the Rebound Breakfast and Snack Program which served the children of the area. She was a member of the S.W.C.C.C. organization and a member of the E.M. Stanton Home and School Association. She held the office of Financial Secretary of C.C.E.A. She, also, received an award from the Chapel of Four Chaplains for being a Block Captain for Mole Street. She is a member of the Community Advisory Board for the Action Library.

FROM A BOARD MEMBER

"THE CHANGING SCENE"

Have you noticed that as you travel from Broad Street toward Grays Ferry Avenue, a few changes have come about on Christian Street? The first new construction in the 20th century was the northwest corner of 20th and Christian Streets when St. Charles Borromeo built the convent and recreation center. Then came the present pre-school building at 1937 Christian Street.

The rapid rise of fast food chains in the 1960's brought the Jr. Hot Shoppe to the northwest corner of Broad & Christian Streets, now a Roy Rogers restaurant.

In keeping with the change, Richardsons Pharmacy abandoned its old location at the northeast corner of 20th and Christian Streets in favor of a completely new and rehabilitated medical building which increased the availability of medical services for the people of the community.

On Christian Street at 18th, we find the former eyesore, after extensive renovations, now houses the Philadelphia Child Guidance Clinic, a further extension of health service to the community.

Presently under construction is the new one-and-a-half million dollar Christian Street Y.M.C.A. in the 1700 block.

A change that is not as obvious as the one mentioned above is in the basement or lower level of the St. Charles Community Hall.

Here is the Action Library. A federally funded project that has brought books, movies, periodicals and even records to broaden the minds of the people of this community. It is the first item that juveniles have had access to reading material in this area in a half century.

While we cannot estimate the total loss in human resources as a result of this former lack of available reading material, we do know that hundreds that might have gone on to advanced degrees, became drop-outs before their third year in high school; a loss our community can ill afford.

It is my privilege to serve on the Advisory Board of Action Library. It is my greatest desire to see the "Changing Scene" at Action Library become a full grown, fully funded library, capable of serving the total community.

George A. Scott

FROM THE POETRY WORKSHOP . . . .

HOPE

I hoped to see an end, to the war overseas
I hoped to see an end, to the killing of trees
But it seems to me in spite of my hope
There's just more killings and the streets
filled with dope
They're making giant bombs at an amazing pace
And it could just mean destruction for the
whole human race.
Even in the ghetto it's just as bad
Seems to me the whole world's going mad
Black hating white and white hating red
If we keep this up we're sure to be dead
I hoped to see the world, become just one
But greed has filled Man's heart and so they
say it can't be done
But don't be scared and run away to be tooken
for the dope
Talk, take action or anything but most of all
let's hope.

DERRICK GANTT
Grade 9

ME

Young and considerate
self Image and Black
Wandering for a Bright star
that I can not Reach
I'm not just another person
I'm myself
Who love to see the world
beyond the gates of hell
If I was free I would stay
till the end of my days.
Day by Day and night by
night I would wonder
to see the star
of the Lord thy God.

Kevin L.

(Kevin is known to the library staff as "squeaky." He is a regular visitor to the Action Library and his teacher reported that he has made good progress in school as a result of his association with the library.)

Marcia Burgess
June 13, 1973 Year 2
Action Library

Action Library helps me read better.
Aquarium, fish, turtles, fulmstrips and cartoons are for you to look at and use.
Get signed up now.

2nd grade
E.M. Stanton
Room 204

1st Prize

Linda M. White
June 6, 1973 Year 2

Action Library

The Action Library is great.
The books are interesting.
I like the Aquarium with fish and turtles
Steve and Pat are very nice workers.

From E. M. Stanton
Room 204

2nd Prize

Keethia Ward.

I like your books, cameras, films, fish, and pictures on the walls and games
They treat me nice at Action Library.
Action library means to learn

2 Grade E.M. Stanton
Room 204

3rd Prize

Harrison Williams
June 13, 1973 Year 2
Action Library

I like the games.
I like the Fish.
They got all kind of books.
They have History.
They have Films.
They help us to Learn.

E.M. Stanton school. Room 204

4th Prize

51 schools and 9 branch public libraries. The research team obtained quantitative data on school library resources from 320 public, parochial, and independent schools. Among other things, data from the survey showed that:

- Students' attitudes toward library resources reflect widespread dissatisfaction which increases with grade level;
- Although students generally have greater exposure to school libraries than to public libraries, more students express dissatisfaction with school libraries than with public libraries;
- Some students, particularly in the lower grades, have difficulty traveling to and using public library facilities;
- Although nearly all students recognize their needs for library materials, many encounter a variety of difficulties in using libraries and in obtaining materials;
- Many teachers do not feel that instruction is seriously weakened by a lack of library resources;
- Overall, Philadelphia's school libraries have only a third of the books suggested by national standards, and fare even worse with respect to periodicals and audio-visual materials;
- Elementary school libraries have a critical shortage of trained library personnel; and the secondary school libraries, while staffed by professional librarians, are understaffed.

Using these research findings, the project staff in 1972 established a demonstration student library and community learning center in an inner city Philadelphia community.

DEMONSTRATION

The demonstration's central purpose is to discover ways to attract young people to library resources while developing efficient systems for their delivery. The model facility is a community-based project, free of the traditional restrictions of established schools and libraries. Its program seeks to involve students and other residents in as many aspects of its operation as possible, including staffing. Its multi-media resources are especially selected to interest children and young people of the target population. Librarians, teachers and other specialists pool their skills in a team effort. The involvement of parents in the learning process of the children and young people is a vital part of the library's programming. Its interagency sponsorship facilitates the adoption by the city's educational agencies of those methods and media which prove to be effective.

The demonstration center's primary service area includes two parochial and four public elementary schools with a total enrollment of about 3200 children. An additional 1200 to 1500 young people who reside in the area attend high schools and vocational schools outside the community. This population (including a number of handicapped children), and their parents, constitutes the major client group of the demonstration which is called the Action Library.

The Philadelphia Project uses community participation as a basic learning experience in institutional-community cooperation. Members of the community have been involved in planning the Action Library, in selecting and dedicating the facility, in providing ideas for programs and activities, in the recruitment, hiring and training of community aides and in maintaining communications with schools, churches and other organizations in the community.

Continuing community involvement and interest is maintained in several important ways. A strong, active 21-member Community Advisory Board is composed of students, parents and community leaders. A community worker visits families and talks with community organizations, and 20 aides, residents of the community, serve as guides and tutors to the young people under staff direction.

The Action Library is staffed by a small group of professionals. These include the administrator, an associate librarian, a children's librarian and a young adult librarian, a reading teacher and a special education teacher and an audio-visual specialist. This core group is supplemented by clerical support staff and aides who have been trained to work in all aspects of program.

The Action Library's program emphasizes an informal and relaxed atmosphere. Major components are: close communication between students and staff; easy reading materials and audio-visual materials and equipment; realia such as terrarium/aquarium, models, games, pictures; Black culture materials; student participation in arts and crafts, photography, writing and graphic displays, and special assistance for handicapped students.

A set of some 70 objectives for the demonstration provides the framework for the design of its program components, specification of staff skills, selection of materials and equipment, and the layout of the facility. These objectives constitute the basis for the systematic evaluation of the Action Library. While many of the objectives are designated as short-term – such as establishment of a Community Advisory Board and acquisitions – others relate to changes in student attitudes, skills and use patterns. The latter are clearly long-term objectives and will require from three to five years for adequate measurement.

OBJECTIVES

The project's four main objectives focus on the identification and resolution of major problems in meeting the library and learning resource needs of students. They are:

- To learn, from direct field survey of library users (the students themselves, and also their parents, teachers and librarians) their needs for library materials and services, their methods for fulfilling those needs, and the obstacles and deterrents to such fulfillment, as well as the respective roles the educational systems might play in responding to those needs;
- To learn what procedures and mechanisms are necessary to effect a continuing collaboration among the city's three large educational institutions in the planning and delivery of student library and learning resources and services;
- To learn by what means large city library systems can work more effectively in concert with parents, students and community leaders in providing library services to young people;
- To learn through a demonstration, and its systematic evaluation, what kinds of programs, staffing, collections, and educational technology stimulate young people and encourage their use of library resources in the learning process.

The project staff gathered base line facts in an extensive field survey of student library needs and resources using a carefully structured city-wide sample. In all, the survey reached 10,000 students, 184 teachers and library personnel in

EVALUATION

The evaluation plan is one of the most important components of the Philadelphia Project. Through it, the staff tests and documents the effectiveness of the demonstration in terms of its specific objectives. The evaluation will also produce information about workable techniques and programs that may be adapted or adopted by Philadelphia's major library systems as well as in libraries elsewhere in the country.

Since the demonstration is a service-oriented project rather than an hypothesis-testing experiment, the evaluation procedures which have been underway since mid-1972 were designed to be as unobtrusive as possible.

Dissemination of information about the demonstration carries the results of the learning experience nationally to school and public libraries. Among the documents prepared and distributed regularly to government officials, library and education agencies, and professionals and others are: progress, evaluation and audit reports; in-service training materials; and memoranda on community participation. Training programs for administrators and professionals are being planned, and additional dissemination techniques for the demonstration results are being developed.

THE PHILADELPHIA PROJECT
Park Towne Place, S-14
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Philadelphia, Pa. 19130
Telephone: (215) LO 3-7223

John Q. Benford, *Project Director*

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DESIGNED BY—Frank Stephens

LEARNING

AN EXPERIENCE IN LEARNING – "The Philadelphia Project"

The Philadelphia Project is a response by the city's education and library agencies to the trend of declining use of library and learning resources among Philadelphia's elementary and secondary school students, particularly those from inner city neighborhoods.

The project is, in part, an experiment in interagency cooperation by the School District of Philadelphia, the Archdiocesan School System, The Free Library and several independent schools. This consortium of education and library agencies is represented through an Interagency Committee, which is composed of administrative officials and supervisory educational and library staff, parents, teachers, and students and directors of college and university libraries. Government Studies and Systems, Inc., a private firm devoted to research and planning in urban problems, is responsible for project planning, direction and staffing. Funding of the project is provided by the United States Office of Education.

the philadelphia project

LEARNING

LEARNING

"Learning . . . . What Makes It Happen?" is the theme of a sound slide presentation which is available to groups of librarians, educators and administrators as well as parents and more general audiences.

LEARNING describes the Philadelphia Student Library Resources Project and its library-learning center model, the Action Library. It shows how the project has been a learning experience for everyone involved.

A staff member accompanies the slide show to answer questions and to distribute printed material.

Address inquiries to:
Philadelphia Student Library Resources Project
Park Towne Place, S-14
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